

2001

# Center for Psychological Studies 2001-2002 Catalog

Nova Southeastern University

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# **Nova Southeastern University Center for Psychological Studies 2001–2002 Catalog**



Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelors, masters, educational specialist, and doctoral degrees. The university is chartered by the state of Florida. The Center for Psychological Studies doctoral programs are accredited by the American Psychological Association (APA), 750 First Street, NE, Washington, D.C., 20002-4242; Telephone number 202-336-5979. Additionally, the Center for Psychological Studies sponsors two predoctoral internship programs. The CPS Community Mental Health Center Internship Program is accredited by the APA, and the Consortium Internship Program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The information contained in this catalog is effective through June 30, 2002. Nova Southeastern University's administration reserves the right without advance notice to change at any time the requirements for admission and graduation, modify the curriculum, adjust tuition or fees, and change regulations affecting the student body.

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## **President's Message**

Nova Southeastern University is Florida's largest independent university based on enrollment and one of the top 20 independent institutions in the United States. As president of NSU, I invite you to become an ambassador of this remarkable educational showcase that is 37 years young.

In 1967, NSU served an entire student body of 17 from one building. Today, we have more than 18,000 students enrolled in 16 academic centers, with programs offered in 22 states and many foreign countries. The university boasts more than 68,000 alumni in the United States and 50 foreign countries. More than 7,000 students attend classes on our 232-acre main campus.

The university's sustained growth is due in large part to its exploration of alternative strategies in educating professionals, and its commitment to excellence in academics, clinical training, community service, and well-rounded opportunities for all students. The Center for Psychological Studies, in addition to its educational programs, offers an outstanding array of services to our community through its Community Mental Health Center, with sites in Davie and Lauderdale Lakes; a Geriatric Residential and Skills Training and Enhancement Program; and a Dual Diagnosis Residential and Day Treatment Center.

As you pursue your studies at Nova Southeastern University, you grow as a member of a select group of educators and practitioners in your field. You will move forward in leadership roles and find informative avenues to advance your communities. The essence of NSU is collaboration at all levels and with diverse partners.

We look forward to a lifelong partnership with you, our student. The entire NSU community is dedicated to providing service and academic excellence to you as you continue on the road to graduation and your leadership role in the new millennium.

Ray Ferrero, Jr.  
President

## Dean's Message

The Center for Psychological Studies, organized in 1967, has distinguished itself nationally through its programs, which integrate training, research, and service. Conducting psychological research and providing assessment and treatment of psychological problems is one of the greatest challenges facing modern society. No other class of problems places greater demands on our wisdom and creativity, nor ramifies through more aspects of living, than those associated with the mind and behavior. The center rises to the challenge by providing a broad range of training in clinical services and research that spans the life cycle from childhood to old age. Always sensitive to the cultural nuances of behavior that are inherent in our multicultural society, the center's clients include individuals with everyday life problems as well as those suffering from serious psychological disturbances. In addition, specialized programs focus on clients experiencing psychological aspects of physical illness or neuropsychological difficulties, as well as those caught up in the legal system. The center offers master's programs in mental health counseling and school guidance and counseling, a specialist (Psy.S.) program in school psychology, two APA-accredited doctoral programs in clinical psychology and a postdoctoral master's program in clinical psychopharmacology. Continuing professional education is offered through its continuing education program series. The Psy.D. (doctor of psychology) provides greater emphasis on training professionals to do service, while the Ph.D. (doctor of philosophy) provides greater emphasis on applied research. The center manages a comprehensive community mental health center (CMHC) that serves children, adolescents, and adults through its outpatient, residential, and day treatment programs and eleven faculty-led specialty clinics. The center's CMHC predoctoral internship program is APA-accredited and the community-based consortium internship program, sponsored by the Center for Psychological Studies, is a member of Association of Psychology and Postdoctoral Internship Centers.

In response to recent changes in the delivery of health care and the profession of psychology, the center has developed concentrations at the doctoral level. These concentrations are optional, are based on the existing Ph.D. and Psy.D. curriculum, and also require certain elective courses and practicums. Concentrations are offered in the following areas: Clinical Neuropsychology, Clinical Health Psychology, Psychology of Long-Term Mental Illness (which includes training in psychosocial rehabilitation and consultative psychopharmacology), Psychodynamic Psychology, and Clinical Forensic Psychology. Concentrations are open to Ph.D. and Psy.D. students with the proviso that Psy.D. students who enroll in Clinical Neuropsychology must take additional research course work. We have also established institutes in the areas of trauma and victimization and cross cultural counseling.

For a profession to advance, there must be an active exchange between those providing services and those engaged in research. Research needs to be responsive to social and community needs; clinical services must reflect the advances put forth by research.

The center has evolved as a national leader in providing education and training, advancing an understanding of human behavior, and providing clinical services to the public. Our commitment is to continue to make significant contributions to our community and society well into the future while producing the most advanced training opportunities for our students.

Ronald F. Levant, Ed.D., M.B.A., ABPP  
Dean, Center for Psychological Studies  
Nova Southeastern University

## NOVA SOUTHEASTERN UNIVERSITY

Nova Southeastern University is an independent, nonsectarian, fully accredited, coeducational university chartered by the state of Florida in 1964. It is located on a 232-acre main campus west of Fort Lauderdale, 10 miles inland from the Atlantic Ocean, and is easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Floridas Turnpike. Additional campuses are in downtown east Fort Lauderdale, North Miami Beach, and Port Everglades. Its 16 centers of study offer campus-based instruction from prekindergarten through grade 12, as well as undergraduate and graduate programs leading to degrees in education, law, psychology, marine biology, computer sciences, social sciences, business and public administration, osteopathic medicine, dental medicine, pharmacy, medical education, optometry, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, NSU offers courses of study leading to the bachelors, masters, educational specialist, doctoral degrees in education, in business and public administration, in psychology, in the health professions, and in physical, social, and computer sciences, and a postdoctoral degree in clinical psychopharmacology.

From the beginning, the university has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to mankind. The university's centers and programs share a common mission to educate students for leadership roles in a variety of professions. In the Nova Southeastern University educational continuum, pre-professional training begins as early as University School, continues through the college level and the various centers for professional studies, and culminates in the Institute for Learning in Retirement. Through the Nova Southeastern University education plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The NSU Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the university extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be time-bound or place-bound. Through its educational offerings, research projects, and programs of public service, the university encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Nova Southeastern University programs are approved for educational benefits by the Bureau of State Approval for Veterans Training, Florida Department of Veterans Affairs. The university is authorized under federal law to enroll nonimmigrant alien students.

Nova Southeastern University's general policies on student relations are on file in the Office of the University Registrar.

**Mission Statement: Nova Southeastern University**

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from preschool through the professional and postdoctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

**Mission Statement: Center for Psychological Studies**

The Center for Psychological Studies maintains a tripartite mission of education and training in psychology, service to the community, and clinical research. Through the intimate interplay between the Community Mental Health Center and the academic programs, learning becomes rooted in real problems and research activities that attempt to find answers to extant concerns. The center seeks to offer programs of excellence in educating future mental health practitioners, in advancing knowledge about psychological problems and their treatment, and in providing high-quality services that address society's current mental health needs.



## **ACADEMIC PROGRAMS**

### **Master of Science Programs**

The master's degree in mental health counseling provides education and training for those who will seek employment in such diverse settings as social agencies, mental health clinics, hospitals, personnel offices, and schools. This master's program in mental health counseling is offered either on campus in a semester format or at one of the field-based locations in a weekend format. Currently, there are field-based programs offered in Florida at Clearwater, Gainesville, Jacksonville, Miami, Orlando, Palm Beach, and Tampa. Many graduates go on to seek licensure in Florida as mental health counselors.

The master's degree in school guidance and counseling provides training to individuals seeking positions as guidance counselors in school systems. At this time, the program is offered on the main campus and in Jacksonville, Miami, Ocala, Palm Beach, Tampa, and Las Vegas in a field-based format.

### **Specialist Degree Program (Psy.S.) in School Psychology**

The Specialist Program (Psy.S.) in School Psychology was developed, in part, in response to the national and state shortage of school psychologists and the increased public attention being paid to the important role that psychologists play in the schools. The curriculum was designed following consultation with the Broward, Miami-Dade, and Palm Beach County Departments of Psychological Services, the Florida Department of Education (DOE), the Florida Association of School Psychologists (FASP), the National Association of School Psychologists (NASP), and the American Psychological Association (APA).

The program consists of 78 semester hours that span three years of course work (including practica) and one year of internship. The program is enriched through its more than 30 distinguished full-time faculty members that include nationally renowned professionals. Students also enjoy the benefits of a diverse student body, hands on training within the center's nonprofit outpatient mental health facility and other facilities, and a variety of clinical training and research opportunities.

The program is designed to meet the National Association of School Psychologists (NASP) Standards for Training Programs in School Psychology, and to meet the current educational requirements for the Florida Department of Education (DOE) certification and for licensure as a school psychologist under Chapter 490, Florida Statutes.

### **Doctoral Programs in Clinical Psychology**

The center offers two doctoral programs in clinical psychology, both accredited by the American Psychological Association (APA). Each program prepares students for the practice of clinical psychology. The doctor of philosophy also provides preparation for academic and research activities. Both the doctor of philosophy (Ph.D.) and the doctor of psychology (Psy.D.) programs are full-time, on campus programs with a three-year residency requirement. The doctoral programs typically require a minimum of four years of on-campus postbaccalaureate study, including course work, clinical practicums, the clinical competency exam, and a Dissertation (Ph.D.) or Directed Study: Research (Psy.D.). In addition, both programs require a 2,000-hour predoctoral clinical internship at an APA-approved or APPIC-approved site anywhere in the country.

In addition to the general training provided in the doctoral programs, students may elect to complete a concentration in Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, or Psychology of Long-Term Mental Illness. Concentrations consist of a set of courses (taken instead of electives), research, and a clinical practicum in the specialty area. There are limited slots in each concentration, and acceptance is typically in the first year. However, students are accepted into Clinical Health Psychology and Clinical Neuropsychology at admission.

### **Postdoctoral Masters Program in Clinical Psychopharmacology**

Nova Southeastern University, through its Center for Psychological Studies, is the first and only regionally accredited university in Florida to offer a postdoctoral masters degree in clinical psychopharmacology for licensed psychologists. The curriculum, developed with the cooperation of the Florida Psychological Association, is modeled after the APA's Blue Ribbon Task Force recommendations adopted and approved by the APA in 1995. The goal of this program is to provide practicing psychologists the knowledge base in psychopharmacology recommended by the American Psychological Association.

The program is a 31.5-credit-hour postdoctoral masters program that includes two practicum experiences offered in the Center for Psychological Studies Community Mental Health Center (CMHC) and other approved sites as deemed appropriate. Two hundred hours of clinical practicum plus supervision are required. Practicums are scheduled in the summer sessions and will require an intensive supervised period of clinical experience.

### **Licensure**

Licensure for programs offered at the Center for Psychological Studies are regulated at the state level and as such may vary from state to state. Individual eligibility should be verified periodically through careful review of state licensure regulations, which are subject to change. Degree conferral from an APA-accredited program does not ensure automatic acceptance of program curricula by a given state for the purpose of licensure. Individual eligibility should be verified through careful review of the state licensure regulations for the state in which you plan to reside to determine its specific requirements.

### **State of Florida Certification in Guidance and Counseling**

The Master of Science in School Guidance and Counseling Program was designed for the continued professional development of persons seeking positions in school guidance. For Florida certification in guidance and counseling (prekindergarten through grade 12), course work in Nova Southeastern University's Master's Program in School Guidance and Counseling is approved by the Florida Department of Education under Plan 2, Rule 6A-4.0181, *Florida Statutes*, on a course-by-course basis. Applicants are responsible for verifying requirements for certification in guidance and counseling with their local school board certification office or with the state Department of Education. Florida requirements for certification do not necessarily apply to certification requirements in other states.

Individual eligibility must be verified through the state Department of Education. Certification

requirements are subject to change. The Center for Psychological Studies is approved by the American Psychological Association; the state of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling; and the Florida Board of Nursing to offer continuing education. Attendance can be applied to state of Florida requirements for relicensure and is often accepted by other state licensing boards.

## **TRAINING PROGRAMS**

### **Institute of Trauma and Victimization ITV**

The Institute on Trauma and Victimization was founded to create a focus of interest in the area of trauma and victimization and to form a network for collaboration between students and colleagues from both within and outside of the center. The mission of the institute is to stimulate research and sponsor training and service delivery in the field of trauma and victimization, and to develop and evaluate innovative interventions for those exposed to trauma. The activities of the institute included involving CPS students in existing trauma-related programs at CPS, maintaining a colloquium series on trauma and victimization, sponsoring an annual conference on trauma and victimization, and establishing links with relevant groups, organizations and colleagues in the local, national, and international community.

Specialty clinics within the NSU Community Mental Health Center, a publicly-funded facility administered by CPS that provides mental health services to individuals throughout the Broward County community a three-fold mission:

- 1 – Provision of specialized psychological services to a particular population of clients exposed to trauma;
- 2 – Doctoral level clinical training in the provision of psychological services to that population of traumatized clientele;
- 3 – Execution of an ongoing program of research on that population of traumatized clientele.

**Child and Adolescent Traumatic Stress Program (CATSP).** Serves children and adolescents experiencing acute, chronic, and/or genetic medical disorders exhibiting a psychological reaction directly related to the medical problem; physical symptoms as a function of behavioral and psychological problems; and psychological problems and physical complaints due to trauma such as child abuse.

**Interpersonal Violence Program (IVP).** Serves both victims and perpetrators of interpersonal violence. IVP provides standardized psychological assessment, crisis intervention, short-term therapy, and longer-term treatment. Intervention procedures address a broad base of individual, couple, and family clinical issues.

**Trauma Resolution and Integration Program (TRIP).** Serves adults age 18 and above who: were sexually, physically, or verbally abused as children or adolescents, and are currently experiencing problems in functioning as a result of the abuse; are experiencing dissociative phenomena that are disturbing to them or are interfering with their ability to function effectively; or have experienced

a traumatic event such as rape, physical assault, or a life threatening accident or injury that is creating ongoing distress that interferes with day to day functioning. A combination of individual psychotherapy and participation in coping skills training groups form the core of the treatment package provided by TRIP.

### **ITV Faculty**

**Jan Faust, Ph.D.**, CPS Professor, received her doctorate from the University of Georgia, and is founder and director of the Child and Adolescent Traumatic Stress Program (CATSP). She is principle investigator on an NIMH research grant investigating the effectiveness of family systems therapy and cognitive behavioral therapy for sexually abused children with Posttraumatic Stress Disorder (PTSD), and is co-editor of the *Journal of Trauma Practice* and of the book *Conceptualization and Treatment of Child and Adolescent Psychopathology*.

**Ana Fins, Ph.D.**, CPS Assistant Professor, received her doctorate from the University of Miami, and has collaborated on research investigating the relationship between sleep and acute PTSD. Dr. Fins' interest focuses on the role that sleep may play in acute and chronic PTSD.

**Steven N. Gold, Ph.D.**, CPS Professor, received his doctorate from Michigan State University, and is founder and director of the Trauma Resolution and Integration Program (TRIP). He is author of the book *Not Trauma Alone: Therapy for Child Abuse Survivors in Family and Social Context*, and co-editor of the revised edition of the volume *Handbook on Sexual Abuse of Children* and of the *Journal of Trauma Practice*. Dr. Gold's clinical and research interests include adult survivors of childhood abuse, delayed recall of abuse, dissociation, and sexual addiction/compulsivity.

**Charles Golden, Ph.D.**, CPS professor, received his doctoral from University of Hawaii. He has interests in the area of disabled individuals, especially those with brain injury or chronic mental illnesses. His work in this area of trauma is primarily forensic, helping to prosecute abusers and aid in the defense of clients charged with retaliation after abuse.

**Ronald F. Levant, Ed.D., MBA, ABPP.**, Professor and Dean of CPS, received his doctorate from Harvard University. He is a pioneer in the development of the new psychology of men. The central theory in this new field, the gender role strain paradigm, proposes that violation of gender roles leads to condemnation and negative psychological consequences. Dr. Levant is author of *Masculinity Reconstructed* and co-editor of *A New Psychology of Men*, *Men and Sex: New Psychological Prospective*, and *New Psychology of Men*.

**Helen Orvaschel, Ph.D.**, CPS Professor, received her doctorate from the Graduate Faculty of the New School for Social Research, and is the author of the epidemiologic version of the Schedule for Affective Disorders for School-Age Children-Version 5 (K-SADS-E), a semi-structured diagnostic interview used internationally with children and adolescents. She has over 80 publications and presentations, primarily in the area of mood disorders and the assessment of psychopathology in youth. Dr. Orvaschel's research background and interests include depression in youth and the affects abuse and trauma.

**Alfred Sellers, Ph.D.,** CPS Assistant Professor, received his doctorate from Nova Southeastern University. He has been involved in numerous empirical studies of violence and trauma, including investigations of adults who were sexually abused as children, perpetrators of child abuse, abused children, rape victims, battered women, and male batterers.

**Vincent Van Hasselt, Ph.D.,** CPS Professor, received his doctorate from the University of Pittsburgh. He is director of the Interpersonal Violence Program (IVP), and co-editor of the *Journal of Family Violence*. He also has co-edited a number of books, including the *Handbook of Family Violence*, the *Handbook of Psychological Approaches with Violent Offenders*. Dr. Van Hasselt's clinical and research interests included domestic and other forms of interpersonal violence, criminal offenders, police psychology, criminal investigative analysis (psychological profiling) and apprehension; interviewing and interrogation techniques, cognitive behavioral interventions with juvenile offenders, behavioral criminology and PTSD and other stress-related disorders.

**Lenore Walker, Ed.D., ABPP,** CPS Professor, received her doctorate from Rutgers University. She is director of the Domestic Violence Institute, which provides education and training, research and public policy initiatives around the world. She specializes in forensic psychology; expert witness testimony; battered women syndrome; violence against women; family and interpersonal violence; sexual harassment; impact of trauma; post-traumatic stress disorder; feminist theory. Dr. Walker is author of *The Battered Woman Syndrome*, *Abused Women and Survivor Therapy: A Practice Guide for the Psychotherapist*, *Terrifying Love: Why Battered Women Kill and How Society Responds*, and many other books and articles.

### **Southeast Institute for Cross-Cultural Counseling**

The Southeast Institute for Cross-Cultural Counseling is committed to enhancing the cause of multiculturalism at the Center for Psychological Studies. It strives to promote a welcoming climate for ethnic minority students and for those mainstream students who are particularly interested in pursuing cross-cultural studies. Nontraditional methodologies in counseling and assessment specifically targeted for minority groups are introduced. Courses and in-service colloquia in the area of multiculturalism and cross-cultural counseling and psychotherapy are provided. The institute seeks to promote multicultural and international research. In addition, students are encouraged to initiate projects and dissertations that validate existing and newly constructed assessment methods with diverse populations.



## **Predoctoral Internship Programs**

### **Community Mental Health Center Internship Program**

Nova Southeastern University's Community Mental Health Center predoctoral psychology internship program is accredited by the American Psychological Association. Each year, six interns are selected from a nationwide pool of applicants to participate in supervised clinical experiences, training meetings, seminars, and research.

### **Consortium Internship Program**

The Center for Psychological Studies sponsors the Consortium Internship Program. A member of APPIC, the consortium provides services to a vast array of clinically diverse populations within local community settings.

### **Continuing Education Series**

The Center for Psychological Studies offers the professional community a series of continuing education programs each year, featuring nationally renowned presenters. Constantly seeking the expert knowledge of the center's faculty and other leading professionals within the field, these courses offer the latest information in psychology and mental health in both a practical lecture and hands-on format. Workshops are specifically designed to meet the needs of postgraduate professionals in the field.

The Center for Psychological Studies is approved by the American Psychological Association; the state of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling; and the Florida Board of Nursing to offer continuing education. Attendance can be applied to state of Florida requirements for relicensure and is often accepted by other state licensing boards.



## RESEARCH

In addition to training individuals to provide care and treatment for those with psychological problems, the center is equally committed to encouraging sophisticated applied research. The center is distinguished by its special commitment to clinical research geared toward understanding and resolving problems confronting modern society. In addition to ongoing faculty research, every doctoral student engages in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Areas of research in which the center is currently engaged include:

Alcohol and substance abuse	Marital and family systems
Anxiety disorders	Mood disorders
Assessment of minority students	Multicultural assessment and intervention
Behavioral assessment and treatment	Neuropsychology
Child-clinical psychology	Pediatric psychology
Clinical biofeedback	Physical Abuse
Community mental health	Posttraumatic stress disorder
Dissociation	Psychoanalytic therapy
Domestic violence	Psychodiagnostic assessment
Dual diagnosis	Psychology of men
Eating disorders	School phobia
Gender issues	Sexual abuse
Geriatric mental health	Sexual addiction
Forensic psychology	Sleep disorders
Health psychology	Social-clinical psychology
Interpersonal violence	Stress disorders
Long-term mental illness	

**Computer/Statistical Lab.** Research in the center is supported by extensive computer facilities, including mainframe, workstation, and microcomputer environments. Methodological, statistical, and computer consultation is available to faculty members and students engaged in research or related course work.

### Protection of Human Subjects

The center adheres to published professional and governmental guidelines and regulations for protecting human subjects in research. **Any research that involves human subjects conducted by NSU faculty members, staff members, or students, whether funded or unfunded, must be submitted to the CPS representative for decision about possible Institutional Review Board (IRB) review.** Policies and procedures can be accessed at the IRB Web site: [www.nova.edu/cwis/ogc/irb.html](http://www.nova.edu/cwis/ogc/irb.html).

## SERVICE

### Nova Southeastern University Community Mental Health Center

#### Outpatient Services

The Center for Psychological Studies operates a nonprofit outpatient community mental health facility funded cooperatively by the Florida Department of Children and Families, the Department of Housing and Urban Development, Broward County, and Nova Southeastern University. Services are available to all residents of Broward County, including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin. More than 4,000 unduplicated clients are served per year. The services offered by the Community Mental Health Center include the following:

Behavioral modification	Pain management
Biofeedback	Parenting skills training
Case management	Psychiatric evaluation
Community support services	Psychodynamic psychotherapy
Consultation and education	Psychological consultation
Crisis assessment and intervention	Psychological testing
Day treatment	Skills treatment and enhancement program (STEP)
Discharge planning	Stress management
Dual Diagnosis residential treatment	Student counseling
Family and multifamily therapy	Trauma resolution
Forensic evaluation and testimony	Treatment of alcohol and other drug abuse
Geriatric residential treatment	Treatment of anxiety disorders
Group therapy	Treatment of child and adolescent traumatic stress
Information and referral	Intensive and limited case management and depression
Medication management	Treatment of depression
Multilingual services	Treatment of interpersonal violence
Neuropsychological assessment and evaluation	Treatment of serious emotional disturbance
	Treatment of older adults

The Community Mental Health Center's clinical staff, at its various sites, consists of professionals in psychology, psychiatry, social work, mental health counseling, nursing, and education.

Students receive practicum training within the Community Mental Health Center. More than 120 doctoral and master's practicum placements are provided in the clinics. In addition, doctoral students may be hired to provide clinical services on a part-time basis. Supervision is provided by faculty and clinic staff.

#### Special Clinical Services

**Adolescent Drug Abuse Prevention and Treatment Program.** This program provides comprehensive assessment and treatment to adolescents who have been arrested for minor offenses, have substance abuse problems, or are at-risk for developing such problems. Services include



individual, group, and family therapy. Treatment components include social skills training, parent-child relationship enhancement, anger management, communication skills training, and behavioral contracting. Training in cognitive-behavioral, family systems, experiential, and social-learning theory approaches is provided.

**Child and Adolescent Traumatic Stress Program.** The Child and Adolescent Traumatic Stress Program provides psychological services to pediatric patients and their families. These services are provided when the child or adolescent experiencing acute, chronic, and/or genetic medical disorders is exhibiting a psychological reaction directly related to the medical problem; physical symptoms as a function of behavioral and psychological problems; and psychological problems and physical complaints due to a trauma such as child abuse. Assessment and treatment services are available for depression and anxiety; adjustment disorders; medical noncompliance; elimination disorders; eating disorders; and psychosomatic illness.

**Clinical Biofeedback Program.** This program was established to provide treatment to individuals with a variety of somatic and tension-related disorders. Treatment is applicable to a broad spectrum of complaints, including tension and migraine headaches, ADHD, TMJ, anxiety, phobias, bruxism, chronic and acute pain, Raynaud's disorder, and essential hypertension. The equipment utilized is computer-based, state-of-the-art physiological monitoring systems. Biofeedback-facilitated relaxation training is often used as an adjunctive technique to other conventional therapies. Training in these techniques is offered to students through courses, practicum, and research opportunities.

**Guided Self Change Program.** This program provides services to individuals who have alcohol, cocaine, or marijuana problems that are not severe. Smoking cessation services are also available. Guided Self Change treatment is a motivational intervention involving an assessment, four sessions, and two aftercare contacts, with additional sessions available. This program is based on evidence showing that many persons meeting the above criteria prefer and are able to take responsibility for dealing effectively with their alcohol or drug abuse.

**Intensive Psychodynamic Psychotherapy Program.** This program provides diagnostic and in-depth treatment services to adults and adolescents with moderate to severe characterological disorders who would benefit optimally from more intensive treatment. Treatment emphasizes the use of a variety of techniques including ego-psychology, self-psychology, object relations, and others.

**Interpersonal Violence Program.** The specialized Interpersonal Violence Clinical Research Program provides clinical training experience to graduate students in the area of interpersonal violence. Clinical requirements of practicum students include conducting standardized assessment procedures and providing crisis, short-term, and longer-term intervention. Although the practicum experience focuses on the problem of interpersonal violence, intervention procedures address a broad base of individual, couple, and family clinical issues.

**Neuropsychology Assessment Center.** The goals of the Neuropsychology Assessment Center are to diagnose disorders of the central nervous system; to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology; and to offer recommendation or referral for the patient's treatment. Examples of typical referrals include differential diagnosis



of **organic** vs. functional psychiatric symptoms; differential diagnosis of dementia vs. depression; **evaluation** to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; **diagnosis** of learning disability, attention deficit hyperactivity disorder, or mental retardation; **determination** of mental competence; diagnosis of Alzheimer's disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate **school** placement; and identification of malingering or symptom exaggeration. Referrals generally come **from** physicians, mental health professionals, educators, and attorneys.

**Nova Southeastern University Community Clinic for Older Adults (NCCOA).** This program provides outpatient psychotherapy to residents in the community who are 55 and over. Client services include treatment of anxiety, depression, insomnia, psychosexual dysfunction, interpersonal difficulties, substance abuse, or some other form of psychopathology. Treatment consists of individual, group, family, and/or marital therapy.

**Nova Southeastern University Student Counseling Services.** The Student Counseling Program offers psychological support services for students of Nova College, the Shepard Broad Law Center, the Health Professions Division, and other graduate-level students who exhibit a wide range of problems such as depression, anxiety, interpersonal problems, substance abuse, eating disorders, etc. Counseling on academic issues is also offered and psychological testing is available. A stress inoculation program designed to assist students in managing anxiety related to examinations is also offered. Practicum placements and opportunities for research endeavors are available.

**Program for the Seriously Emotionally Disturbed.** The Program for the Seriously Emotionally Disturbed offers treatment and assessment for children, adolescents, and adults who have psychotic disorders. These patients have a range of psychotic sequelae such as hallucinations, delusions, isolation, regressive and/or bizarre behavior, poor social and daily living skills, and restricted, inappropriate or labile affect. Psychotic diagnosis may include schizophrenia, schizophreniform disorder, bipolar disorder, affective disorders, etc. Treatment comparison research with these special patients is being conducted.

**Trauma Resolution Integration Program.** The Trauma Resolution Integration Program provides clinical services at both locations of Nova Southeastern University's Community Mental Health Center. The program serves men and women ages 18 and above who: 1) are experiencing adjustment problems resulting from childhood sexual or physical abuse; 2) have posttraumatic stress disorder in response to a single event trauma (e.g., crime, natural disaster, serious injury) in adulthood; or 3) manifest serious dissociative symptoms.

### **General Clinical Services**

**Child Outpatient Program.** This program provides a full range of services to children ages 4 through 18 years with a broad range of diagnoses from mild to severe pathology. From the initial intake, the child is assessed to determine treatment needs and is referred to individual, group, or family psychotherapy.

**Training in Parenting Skills (TIPS).** This program is a four-week course for parents of children two through preteen. It is based on behavioral management techniques and assists parents in using positive discipline to manage their children's behavior.

**Program for Adult Services.** The following programs fall under the umbrella of the Program for Adult Services (PAS). Students participate in case conferences, training seminars, and face-to-face supervision is provided from an eclectic, integrative conceptual framework representing a variety of orientations including dynamic, cognitive, and psychoeducational.

**Outpatient Adult Services Program.** The Outpatient Adult Services Program addresses a broad spectrum of adult clients ranging from mild-moderately impaired outpatients with both Axis I and II pathology to seriously mentally ill clients suffering from debilitating, chronic illness. The treatment model is a biopsychosocial approach, using individual, group, and family psychotherapy as well as psychosocial rehabilitative and case management interventions.

**Adult Case Management Program.** This program assists clients in accessing medical, social, educational, and other services which will improve their quality of life. The goal of this program is to foster self-reliance within the community.

**Crisis and Intake Program.** The Crisis and Intake Program provides services to all individuals seeking mental health services. Special attention is given to those with serious and persistent mental illness. Attempts are made to find the most appropriate services for mental health consumers seeking help within the CMHC. This program also provides crisis services for those in acute need.

**Skills Training and Enhancement Program (STEP).** STEP offers each client a variety of learning opportunities in a supportive, caring and therapeutic environment. Attempts are made to help clients maintain or restore the skills necessary which will allow them to function better in the community, and to have a better understanding of their illness.

### **Special Clinical Programs**

**Geriatric Residential and Skills Training and Enhancement Program (STEP).** The Geriatric Institute, a program within Nova Southeastern University's Community Mental Health Center, is publicly funded by the Department of Children and Families and the U.S. Department of Housing and Urban Development. It provides comprehensive services to adults 55 or older who are experiencing a mental or emotional disorder or concurrent psychiatric and substance abuse problems (dually diagnosed).

The Geriatric Residence, a 44-bed facility located in Lauderhill, offers a continuum of inpatient/residential services that are available depending on the needs of the client. All the residences are designed and operated to provide a warm, family atmosphere where daily living and interpersonal skills are learned and practiced. The Enrichment Program, located at the residence in Lauderhill, and an additional Enrichment center in Lauderdale Lakes, together serve more than 200



clients annually. Here, clients participate in groups and classes, including art, music, and movement therapy, current events, coping and self-esteem skills, and adult living skills geared to their individual needs. Medical needs are addressed through a team that includes a psychiatrist, an internist, and nurses.

**Dual Diagnosis Residential and Day Treatment Programs.** Nova Southeastern University's Dual Diagnosis Program provides a wide variety of therapeutic, psychosocial, vocational, and educational services to address the needs of clients 18 years and older with psychiatric and substance abuse problems. Treatment is individualized and based upon the needs of each client. The ultimate goal for all clients is to learn a variety of skills necessary to live a satisfying and successful life in the community. The program is divided into two major components, day treatment and residential. The residential program, located in Lauderhill, provides therapeutic services to clients who are unable to achieve their goals in a less restricted setting. The day treatment program, located in Lauderdale Lakes, provides clients in the community an opportunity to attend a structured program designed to keep them stable mentally and to help them establish abstinence.



## **SUPPORT SERVICES**

### **Library Resources**

The university library system is composed of the East Campus Branch Library, Einstein Library, Health Professions Division Library, Law Library, North Miami Beach Branch Media Union, Oceanographic Library, and four school libraries on the main campus. Also, branch libraries are located in the Bahamas, Jamaica, and Panama. Agreements have been signed with 19 academic libraries throughout the world to provide library support for NSU programs offered in specific geographical areas. The catalogs of all libraries are accessible to local and distance education students and faculty, wherever they may be located, via computers using the Electronic Library. Overall, the university's libraries house approximately 360,000 volumes and 1,300,000 microfilm units. Online and CD-ROM databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM) provide broad access to a wide range of materials.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer.

Currently under construction is a 300,000-square-foot, high-tech Library, Research, and Information Technology Center. Scheduled for completion in fall 2001, the new library will house 800,000 volumes, electronic classrooms, a 500-seat auditorium, museum-style collections and exhibits, and will have access to educational resources throughout the country.

### **MicroLab**

MicroLabs and electronic classrooms are located on the main campus in the Parker Building (first, second, and third floors), the Sonken Building, the Leo Goodwin Sr. Residence Hall, University Park Plaza, the Health Professions Division, and the Maltz Psychology Building. MicroLabs are also located at the NSU east campus. The multilab design of the MicroLabs and the choice of technology platforms provide flexibility for faculty and students to apply technology to meet course requirements. Computer systems include Microsoft Windows and access to a wide choice of applications programs. The MicroLabs are equipped with multimedia workstations. Peripherals such as CD-ROMS, color scanners, and digital cameras are also available for student use. The MicroLabs have online connectivity with all systems linked to the Campus Wide Information System (CWIS), the NSU Electronic Library, the Internet, and the World Wide Web. An extensive collection of software housed in the MicroLabs provides access to a broad range of programs and multimedia applications. Field-based students are provided with access to computer labs in their area.

In order to access the university's computing resources, all Nova Southeastern University students must obtain Internet access service through a suitable Internet service provider.

## **Career Resources**

The purpose of the Career Resource Center is to assist students and alumni in all aspects of the career decision making, planning, and job search process. Its mission is to support Nova Southeastern University undergraduate students, graduate students, and alumni in the implementation of successful career plans. Through counseling and career-related resources, the center strives to educate students and alumni to

- X develop a career life plan, from choosing a major to conducting a job search
- X explore career and/or graduate/professional school opportunities
- X secure employment

The Career Resource Center encourages personal responsibility on the part of students and alumni in planning a career and exploring opportunities as they relate to educational and personal development throughout the college years and into the future.

## **Center for Media and Technology**

The Center for Media and Technology (CMT) exists to provide the faculty, staff, and students at all Nova Southeastern University locations with the basic tools of instruction, to develop and produce learning materials, to assist faculty in the development of learning materials, and to provide informed consultation on using technology effectively.

CMT staff is dedicated to helping its clients overcome personal, psychological, social, and geographical obstacles to learning through the effective use of technology, particularly teleconferencing and videoconferencing.

In addition to video production, CMT circulates films, videos, and other nonprint resources to faculty from an extensive in-house collection, as well as from other university and commercial rental sources.

## **CPS Testing Library and Statistical Consulting Lab**

The center maintains its own library of testing instruments and kits for assessment courses. Loan arrangements may vary according to the course and equipment involved. Conditions will be explained by the course instructor.

Statistical consulting is also available through the faculty member and advanced graduate students who staff the testing library. Methodological, statistical, and computing consultation are provided to faculty members and students engaged in research.

## **Financial Aid**

Financial Aid information can be found at <http://www.nova.edu/cwis/finaid/>.

**Nova Southeastern University Assistantships:** A limited number of on-campus graduate assistantships will be available in residential life and student life. These assistantships include housing, meal plan, a partial tuition waiver (\$7,000–\$8,000), and a monthly stipend of \$450–\$500. To apply and receive priority consideration, send a letter of interest and resume to:

### **Residential Life**

Nova Southeastern University  
Office of Residential Life  
3301 College Avenue  
Fort Lauderdale, FL 33314-7796  
Attn.: Rick Mayfield

### **Student Life**

Nova Southeastern University  
Student Affairs  
3301 College Avenue  
Fort Lauderdale, FL 33314-7796  
Attn.: Cleveland Ferguson

**Federal Work-Study:** Part-time jobs in the work-study program on campus are available for students demonstrating need. Generally, students work 10 to 20 hours per week. Federal work-study awards are based on financial need.

**Student Employment:** Part-time employment is available in many departments on campus. Several positions are open to students regardless of financial need. In addition, part-time clinical positions in the community are developed and made available to doctoral students throughout the center.

## **Center for Psychological Studies Student Aid Programs**

**Center Scholarships:** The Center for Psychological Studies maintains a limited amount of scholarship funds for students exhibiting special needs.

**Assistantships:** Assistantships are available for advanced doctoral students through the center. Included are clinical positions within the various clinics, teaching assistantships, and research assistantships. Contact the director of employee services for information regarding the availability of assistantships.

**CPS Student Employment:** Student employment opportunities are available within the Center for Psychological Studies or its affiliates. These positions are generally awarded on a competitive basis and usually require a 10 to 20 hour time commitment per week.

**CPS Emergency Loan Fund:** The center maintains an emergency loan fund for students with short-term financial emergencies. Loans are limited to a maximum of \$500 and must be repaid within 90 days. For information contact the Office of the Dean.

## **Veterans' Benefits**

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State for Approving Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact:

Nova Southeastern University  
Office of the University Registrar  
Coordinator of V.A. Benefits  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-7236 or toll free 800-541-6682, ext. 7236

## **International Students**

International students who intend to reside in the United States and who are required to obtain an I-20 form must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information, contact:

Nova Southeastern University  
Office of the University Registrar  
International Student Adviser  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-7240 or toll free 800-541-6682, ext. 7240

## **Housing**

Housing is available on the main campus. One- and two-bedroom furnished apartments are available for graduate and married students without children.

Utilities, basic cable TV, local phone service, and central air conditioning are included in the housing rates. Housing availability is limited. Applicants are encouraged to apply early. Interested students are invited to obtain further information from:

Nova Southeastern University  
Office of Residential Life  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-7052

## **Students with Disabilities**

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of the



university, or be subjected to discrimination by reasons of his or her disability. For additional information on the university ADA policy and obtaining reasonable accommodations, please contact Joyce Silverman, M.S., the ADA coordinator for the Center for Psychological Studies, at (954) 262-5780.

Student requests for accommodation will be considered on an individual basis in accordance with the center's procedures.

## **ACADEMIC REGULATIONS**

### **Nova Southeastern University Statement of Academic Rights and Responsibilities**

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- the rights of personal and intellectual freedom, which are fundamental to the idea of a university
- a scrupulous respect for the equal rights and dignity of others
- dedication to the scholarly and educational purposes of the university and participation in promoting and assuring the academic quality and credibility of the institution

Students are responsible for obtaining, learning, and observing the established university and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution, as well as those of Broward County and the state of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

#### **A. Academic Standards**

The university expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a university-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original

work when no unauthorized aid is given, received, or used before or during the course of the examination.

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2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. plagiarism
  - b. any form of cheating
  - c. conspiracy to commit academic dishonesty
  - d. misrepresentation
  - e. bribery in an attempt to gain an academic advantage
  - f. forging or altering documents or credentials
  - g. knowingly furnishing false information to the institution
5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

## **B. Conduct Standards**

1. Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws.

Violations of conduct standards include, but are not limited to:

- a. Theft



- b. Vandalism
  - c. Disruptive behavior
  - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items
    - e. Possession, transfer, sale, or use of illicit drugs
    - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals
    - g. Violations of housing regulations
    - h. Any act or conspiracy to commit an act that is harassing or abusive or that invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group
    - i. Threats of or actual damage to property or physical harm to others
    - j. Nova Southeastern University prohibits any activity that may be construed as hazing (Ahazing@ is defined as: any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university)
    - k. Failure to pay tuition and fees in a timely manner
2. Students must have authorization from the university to have access to university documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

### **C. Supplementary Standards**

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The university and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

### **D. Violations**

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic misconduct or supplementary standard violations. Any student found guilty of a violation of the academic, conduct, or supplementary standards will be subject to disciplinary action, including expulsion from the university.

## **Student Code of Computer Ethics**



Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida state statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of university life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern University's Student Code of Computer Ethics, please consult the *Student Handbook*.

## **Drug-Free Schools and Campuses**

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on Nova Southeastern University-owned or -controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the programs' *Student Handbook*.

## **Privacy of Records**

Nova Southeastern University maintains a system of records that includes application forms, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by current and former students upon written request to the Office of the University Registrar. However, the registrar will not release transcripts of students' academic records until all accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name, b) address, c) dates of attendance, d) degree and awards received. Requests for such information must be submitted in writing to the university. The university reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the

University Registrar in writing before September 1 of the relevant school year.

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Students do not have the right of access to educational records until they have been admitted to and have actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the university if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

### **Reservation of Power**

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered

a violation of the relationship between the university and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

### **Policies Governing Student Relations**

#### **General**

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term Astudent@ as used in this catalog defines the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

#### **Institutional and Academic Information**

NSU and its composite academic units periodically publish bulletins or catalogs describing the university and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

#### **Notice of Nondiscrimination**

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Office of the University Registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

### **Grievances**

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the *Student Handbook*.

### **Student Publications**

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the university provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
3. All university-published and -financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

### **Student Participation in University Governance**

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages

student participation in institutional decision making.

□

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the President=s Student Advisory Committee, which meets monthly with the president and appropriate senior administrative staff to discuss university matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self-study subcommittee.

## **MASTER'S PROGRAMS**



### **Mental Health Counseling**

The Master's Program in Mental Health Counseling was designed for the continued professional development of persons who currently serve or will serve their community in a variety of counseling capacities. Master's degree training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of mental health counseling, which has experienced a great deal of growth over the past decade, now has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practice. The Center for Psychological Studies is firmly committed to the mission of training competent professionals who will design and implement prevention and treatment programs and provide direct counseling services. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues, such as substance abuse, family violence, aging, eating disorders, suicidal tendencies, and general emotional problems.

### **School Guidance and Counseling**

The Master's Program in School Guidance and Counseling, also based on a developmental model, prepares students to function as guidance counselors in school systems. While the role of the school counselor varies within and across schools, districts, and states, counselors increasingly serve in multiple roles, interacting and consulting with parents, teachers, school psychologists, and agencies to provide effective services to students (prekindergarten through grade 12). Counselors will be called upon to respond to students of varying backgrounds and ethnic diversity and to interact with students in both a remedial and a developmental way. In addition to the traditional responsibilities of the school counselor, a variety of contemporary issues will face the counselor, including dropout prevention, interpersonal violence, teenage pregnancy, reduction of truancy, personal issues and crises, drug and alcohol abuse, etc. The curriculum was designed for the competent training of professionals who will ultimately have an important impact on both the individual student and the school climate.

Varying techniques and strategies will need to be employed by the school counselor, including individual and group counseling, assessment, vocational and career guidance, multicultural counseling, consultation, and program development. Based in psychological and developmental theory, counselor training, therefore, will need to encompass a broad base of techniques, strategies, and interventions.

The master's programs are offered on the main campus in Fort Lauderdale and in the field-based format at various locations in Florida and in Las Vegas, Nevada.

### **Certification Option**

Those teachers/educators who have a master's degree in an education area other than school guidance and counseling, and who hold a current Florida teaching certificate, may qualify for



admission as a “special (nondegree) student” for the purpose of taking the designated Florida Department of Education requirements (30 credits) for certification (Rule 6A-4.0181, *Florida Statutes*). Students are responsible for verifying their eligibility through the Florida Department of Education.

### Course Formats

Main campus classes in mental health counseling are typically offered in two regular semesters of approximately 16 weeks each. The summer semesters are seven and a half weeks in length with the exception of practicum, which spans a 12-week period. Classes typically meet once per week during the fall and winter semesters and twice per week during the summer semesters. Most courses are scheduled from 4:00 p.m.–7:00 p.m. or 7:00 p.m. –10:00 p.m., Monday through Thursday, with some additional daytime and weekend offerings. Applicants should note that course schedules vary each semester.

The master of science degree programs and course work are offered at selected locations in a field-based format. Accessibility to main campus administrators, advisers, faculty members, library resources, and information is maintained through on-site coordinators, faculty members, and online services. In addition to main campus personnel, on-site personnel assist students and provide an effective liaison between the main campus and students and are available to students during classes and throughout the program.

In the field-based format for a master’s degree in mental health counseling and school guidance and counseling, courses are taken one at a time (except during practicum). Each individual three-semester-hour course begins with registration and spans an eight-week period. Forty-five hours are required and are scheduled into two full weekends. Courses for a given cluster of students are typically scheduled from August through late June. Each course is offered once for each cluster during the course of the approximately three-year program. **Students admitted at a specific field-based site must begin the program with the first scheduled course offered for their cluster as course work is sequenced throughout the program.** Instructors are accessible to students throughout course work.

Students register for scheduled courses at the beginning of each semester. Course preparation begins approximately one month before the first class meeting of each course. Class meetings (except the practicum) are scheduled on Fridays (6:00 p.m. –10:00 p.m.), Saturdays (8:30 a.m. –6:00 p.m.), and Sundays (8:30 a.m. –5:30 p.m.). Practicum classes will be scheduled over a 15-week format.

Schedules will be affected by official university holidays, such as Labor Day and Thanksgiving Day, as posted in the academic calendar.

**Important:** See detailed description of master’s practicum information in this catalog.

### Master’s Program Summer Institute

The Master’s Program Summer Institute, designed to enhance the professional development of students outside the classroom, is open to all master’s counseling students. It is held each summer

on the main campus in Fort Lauderdale. Topics include professional issues and ethics, preparation for practicums, state licensure and certification, technology skills and resources, career development, □job search preparation, and professional topics relevant to the field.

## **Master's Programs Admissions**

### **Requirements**

To be considered for admission to graduate study in the master's programs, the applicant is required to present evidence of scholastic ability, interest in the area of psychology and counseling, personal stability, and strong character. Minimum requirements include a baccalaureate degree from a regionally accredited institution. Students may seek admission to main campus programs for fall, winter, or summer sessions. Field-based cluster start dates vary.

### **Application Procedures**

#### **Degree-Seeking Students**

1. Complete the master's programs application form.
2. Include, with the application, a check for \$50 (nonrefundable application fee) made out to Nova Southeastern University.
3. Submit two letters of recommendation with completed forms from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for official transcripts from all accredited colleges or universities attended to be mailed directly to the Office of Graduate Admissions, Center for Psychological Studies. If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.
5. Submit a two-page, typed professional statement that includes information about experience in the field of counseling, professional interests, and career goals.
6. Include a copy of your teaching certificate (school guidance and counseling applicants only). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores.

#### **Special Students (non-degree-seeking)**

1. Complete the master's programs application form.

2. Include, with the application, a check for \$50 (nonrefundable application fee) made out to Nova Southeastern University.
- ☐
3. Submit two letters of recommendation with completed forms from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for official transcripts from all accredited universities you attended to be mailed directly to the Office of Graduate Admissions, Center for Psychological Studies. If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.
5. Submit a letter specifying desired course work.
6. Include a copy of your teaching certificate (school guidance and counseling applicants only). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores.

An interview or additional documentation may be required for purposes of screening or advisement. Applicants are responsible for ensuring that their file is complete and received by the announced deadline. Check on the status of your file with the Office of Graduate Admissions, (954) 262-5760, before the application deadline.

### **Application Deadlines**

Students may be admitted to main campus programs for fall, winter, or summer sessions. Field-based cluster admission periods will vary. Specific application information related to site(s) is included in a separate application packet available from the Center for Psychological Studies.

### **Admission of Master's Students to Doctoral Programs**

Acceptance to or completion of the Center for Psychological Studies master's program implies neither automatic admission to the center's doctoral program in clinical psychology nor transfer of credit to a doctoral program. Applicants may apply to both programs, but must do so via separate application procedures. Potential master's applicants considering applying for doctoral program admission should seek advisement at the earliest possible date.

### **Master's Program Transfer of Credits**

Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the master's program administration. Sufficient documentation should be presented to allow for evaluation by the Office of Academic Affairs, including an official transcript from the institution where the course was taken and a course description as listed in the

institution's catalog. Other documentation may include syllabi, course notes, or other material as requested.

☐ The number of transfer credits that will be credited toward graduation is six.

A. Transfer of credits will be awarded when the course being evaluated meets all of the following criteria:

- 1) It is a graduate-level course taken at an institution accredited as degree granting by a recognized regional accrediting body for higher education at the time the course work was taken, or an APA professional school. A graduate-level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. This must be verified in the school's catalog or a letter from the chair of the department.
- 2) It is equivalent in content to a required course in the curriculum.
- 3) It was completed no longer than five years before the student's first enrollment in the program.
- 4) A grade of B or higher was received. A grade of P (pass) or CR (credit) or other such grade cannot be accepted as equivalent unless it can be officially verified as such.

It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded. Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.

Courses completed at other institutions after the student has enrolled in the master's program will be considered only if there has been prior approval by the Office of Academic Affairs. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.

**No transfer credits may be applied to practicums or for portfolio-based experiential learning.**

Federal regulations require that veteran students must report all prior credit and training, and that the school must evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the V.A. and student so notified.

B. Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

### **Conditional Admission**

Applicants admitted on a conditional basis will be required to meet the specified requirements by the date indicated in official correspondence.



## 2001–2002 Master’s Programs in Mental Health Counseling and School Guidance And Counseling Estimated Expenses

The total expenses of students enrolled in master’s programs vary greatly depending upon individual circumstances. While tuition, registration, the cost of books, and other fees\* are relatively constant for all students, other individual expenses may differ.

Tuition	\$ 450 per credit hour
Application Fee	\$ 50 (nonrefundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30
Student Government Association Fee	\$ 10 per semester (main campus only) (fall and winter semesters only)
Professional Liability Insurance Fee	\$ 6 per practicum
Transcript Fee	\$ 5 per transcript
Application for Degree Fee	\$ 75

**\*Please note that all above fees are subject to change without notice.**

### Refund Policy

Students have three working days from the date of signing an enrollment contract or financial agreement with the university to cancel the contract and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees paid by the student before the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

## Master’s Academic Policies

### Registration

All students admitted to graduate study are to be in continuous registration every fall and winter semester until they receive their degree unless prior approval is received from the program office. Once candidacy is achieved, in order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements, unless a leave of absence has been granted. Failure to remain in continuous registration will be deemed as the student’s formal withdrawal from the program. All other program, center, and university requirements will be in effect.

### Candidacy (Matriculation)

**Mental Health Counseling Program.** Students are admitted into graduate study at the master’s

level and are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits), which must be completed within the first six courses (18 credits) or two □semesters for which the student is enrolled.

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation include:

1. PSY 502—Counseling Theories and Practice
2. PSY 511—Foundations of Mental Health Counseling
3. PSY 507—Research and Evaluation for Counselors
4. PSY 584—Diagnosis and Treatment of Adult Psychopathology or  
PSY 586—Diagnosis and Treatment of Child and Adolescent Psychopathology

During the formal review for matriculation, students' academic performance and professional functioning in the four designated courses listed above will be examined. Students need a grade point average of 3.0 or above in the four designated courses in order to be matriculated. Students who receive two grades below a B or a grade of F in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.

Before the formal matriculation review, should a student receive a second grade below B or a grade of F, the student will automatically be withdrawn from graduate study. Students who achieve a grade point average of 2.5 or below in the four designated courses will be discontinued from graduate study in the program.

Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a nonmatriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

**School Guidance and Counseling Program.** Students who are admitted to graduate study at the master's level are reviewed for degree candidacy (matriculation) after the completion of the first four courses (12 credits) for which the student is enrolled. During the formal review for matriculation, a student's academic performance and professional functioning in the first four courses will be examined. Those students with a grade point average of 3.0 or above in the first four courses will be matriculated. Students with a grade of F in any one of the first four courses will not be matriculated. Students are required to maintain a 3.0 grade point average.

Before the formal matriculation review, should a student receive a grade of F, the student will automatically be withdrawn from graduate study. Under no circumstances will students who achieve a grade point average of 2.5 or below in the first four courses be permitted to take graduate-level courses in the program.

Those students with a grade point average greater than 2.5 but less than 3.0 for the first four courses

will be maintained in a nonmatriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

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### **Time Limits**

Students must complete their program within five years from the date of first enrollment. This means that students are expected to complete all master's degree requirements including the comprehensive final examination when required and graduate within this time period. In the event that a matriculated student who has been in continuous enrollment does not complete all requirements within the five-year time limit, he or she must enroll in the master's program and

1. maintain full-time status (minimum six credits per semester, excluding summer sessions)
2. complete remaining degree requirements, which will include any course work that is more than five years old

### **Evaluation Of Master's Students**

Each student is evaluated on an ongoing basis while enrolled in the program. In addition, there are course evaluations, review for matriculation, evaluation of readiness for practicum, and a comprehensive examination. Evaluation provides students with relevant feedback concerning their performance and ensures high standards for the profession of counseling. Areas of evaluation include academic achievement, responsible behavior and interpersonal behavior. Student advisement on relevant information, including practicum evaluations, is available through the program office.

### **Professional Standing Committee**

The Professional Standing Committee of the Center for Psychological Studies is appointed by the dean of the center and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty, a student representative and other members as appointed by the dean.

The committee may be asked to review alleged violations of the University Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the committee may conduct reviews concerning emotional behavior problems serious enough to suggest interference with professional functioning, academic performance, or performance in a clinical practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions, but may encompass efforts to remediate a deficiency or problems so that the student can continue their education and function competently as a professional. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the dean could include, but are not limited to, remediation, referral, warning, or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic Responsibility, the dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases, the committee will adhere to professional standing committee guidelines that insure a timely and complete review of the facts. The process will insure that the student and involved parties have opportunity to present relevant information.

### **Degree Completion Requirements**

A student must complete all course work required for the degree chosen with a minimum grade point average of at least 3.0 and successfully complete the comprehensive examination. The Master of Science in Mental Health Counseling Program requires a minimum of 60 semester hours of graduate credit. The Master of Science in School Guidance and Counseling Program requires a minimum of 46 semester hours of graduate credit. A candidate is expected to complete the master's program and graduate within five years.



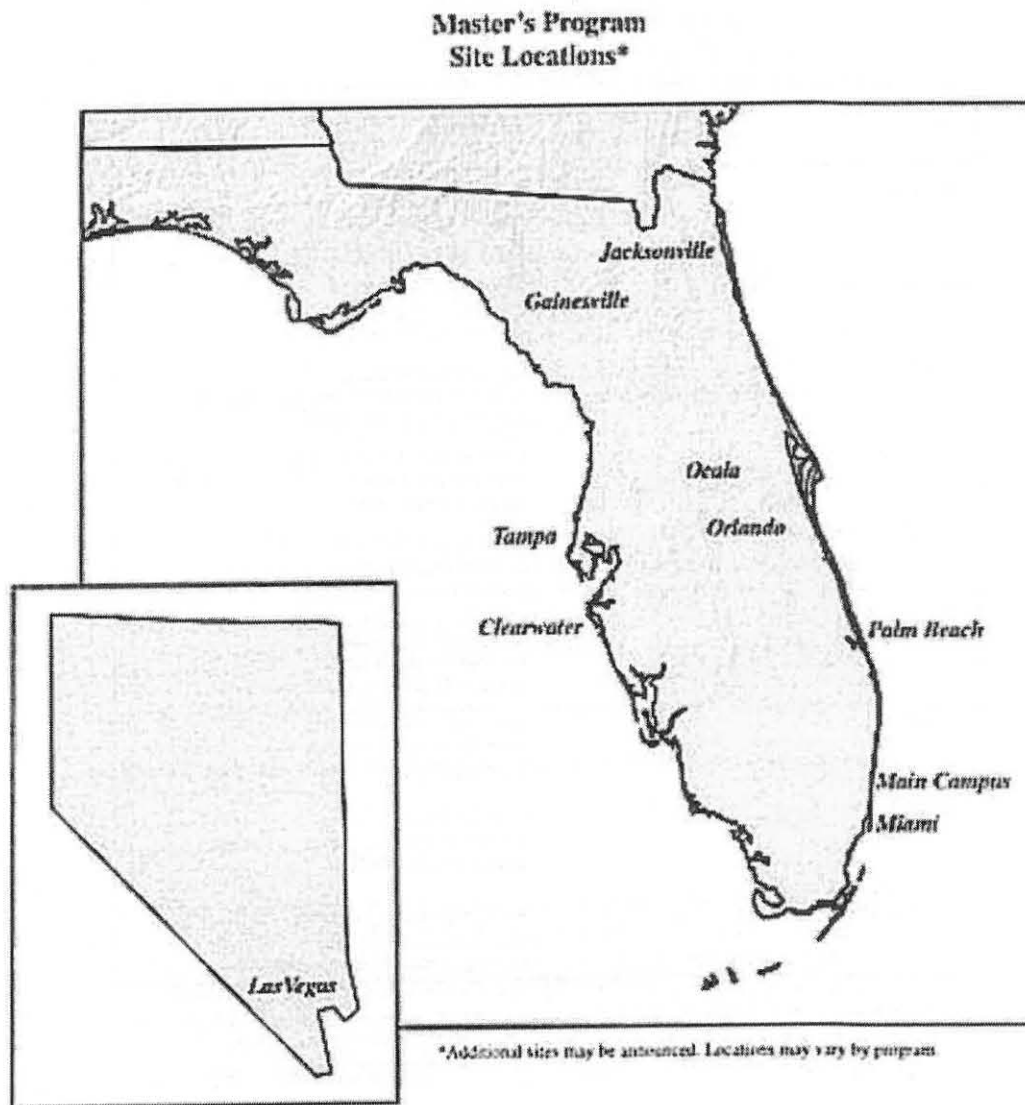
## Master's Programs Field-Based Site Information

Site	Location
Clearwater	Sacred Heart School 7951 46 Way North Pinellas Park, Florida 33781
Gainesville	Gainesville High School 1900 NW 13th Street Gainesville, Florida 32609
Jacksonville*	Century Plaza Building 3733 University Boulevard West, Suite 302 Jacksonville, Florida 32217
Las Vegas, Nevada*	McCarron Corporate Center 5740 S. Eastern Avenue Las Vegas, Nevada 89120
Miami*	Nova Southeastern University Miami Student Service Center 8585 SW 124 Avenue Miami, Florida 33183
Ocala*	Forest High School 1614 SE Fort King Street Ocala, Florida 34471-2599
Orlando	Nova Southeastern University 501 North Wymore Road Winter Park, Florida 32789
Palm Beach*	Nova Southeastern University 3970 RCA Boulevard, Suite 7000 Palm Beach Gardens, Florida 33410
Tampa*	Nova Southeastern University 9503 Princess Palm Avenue, Suite 106 Tampa, Florida 33619

For information regarding site locations, start dates, or deadlines, please refer to the Center for Psychological Studies application packet or contact the Center for Psychological Studies at (954) 262-5760.

\*Current location of Master's Program in School Guidance and Counseling.

## Site Locations\*



**Mental Health Counseling  
(2001-2002)  
Curriculum  
60 Semester Hours**

<b>Required Courses:</b>	PSY 502 PSY 507 PSY 511 PSY 512 PSY 570 PSY 582 PSY 584 PSY 586  PSY 608 PSY 612 PSY 631 PSY 632 PSY 635 PSY 645 PSY 660 PSY 666 PSY 669 PSY 680 PSY 681 PSY 682	Counseling Theories and Practice Research and Evaluation for Counselors Foundations of Mental Health Counseling Human Growth and Development Ethical, Legal, and Professional Issues for Counselors Human Sexuality Diagnosis and Treatment of Adult Psychopathology Diagnosis and Treatment of Child and Adolescent Psychopathology Psychological Testing for Individual Evaluation Substance Abuse Career and Lifestyle Assessment Social and Cultural Foundations of Counseling Group Theory and Practice Couples and Family Counseling Strategies Community Mental Health Case Conceptualization and Treatment Strategies Advanced Treatment Interventions Counseling Practicum I Counseling Practicum II Counseling Practicum III
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## Mental Health Counseling Course Descriptions

### **PSY 502 Counseling Theories and Practice (3 credits)**

This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of mental health counseling as well as the personality theories that are the underpinnings of many counseling approaches.

### **PSY 507 Research and Evaluation for Counselors (3 credits)**

This course seeks to prepare counselors to be informed consumers of research and evaluation. It covers basic statistics, basic research designs, and program evaluation. It provides experience in reading research and evaluation reports.

### **PSY 511 Foundations of Mental Health Counseling (3 credits)**

This course is an overview of the field of mental health counseling. Students will address professional roles, functions, credentialing, and general ethics of mental health counselors. The major focus will be on the development of fundamental counseling skills, including listening, empathy training, and basic interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity, and mental status assessment will be covered. **Prerequisite: PSY 502**

### **PSY 512 Human Growth and Development (3 credits)**

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

### **PSY 570 Ethical, Legal, and Professional Issues for Counselors (3 credits)**

This course covers standards for professional conduct in counseling. It considers ethical and legal decisions that counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed.

### **PSY 582 Human Sexuality (3 credits)**

This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.

### **PSY 584 Diagnosis and Treatment of Adult Psychopathology (3 credits)**

This course provides an introduction to the definition and study of abnormal or maladaptive behavior, including a broad range of psychopathology relevant to the adult and aged populations. Emphasis will be placed on a descriptive review of the major *DSM-IV* disorders, supplemented with theoretical considerations of etiology and treatment approaches.



**PSY 586 Diagnosis and Treatment of Child and Adolescent Psychopathology (3 credits)**

□ This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. It will also provide an overview of currently used interventions with psychologically troubled youths.

**PSY 608 Psychological Testing for Individual Evaluation (3 credits)**

This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed. **Prerequisite: PSY 507**

**PSY 612 Substance Abuse (3 credits)**

This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. **Prerequisites: PSY 502, PSY 511**

**PSY 631 Career and Lifestyle Assessment (3 credits)**

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills.

**PSY 632 Social and Cultural Foundations of Counseling (3 credits)**

This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as sex, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability. It explores common stereotypes and out-group prejudices and how to overcome them in counseling. Finally, it reviews counseling issues and strategies for diverse clients.

**PSY 635 Group Theory and Practice (3 credits)**

This course overviews various group theories and basic aspects of group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. **Prerequisites: PSY 502, PSY 511**

**PSY 645 Couples and Family Counseling Strategies (3 credits)**

This skills course surveys current approaches to couples and family counseling with an emphasis on a systemic conceptual model of family functioning and therapeutic intervention. It is designed to develop specific intervention competencies. **Prerequisites: PSY 502, PSY 511, PSY 584, or consent of adviser**

**PSY 660 Community Mental Health (3 credits)**

The brief history of community psychology is reviewed with a focus on those events that led to the development of a "community point of view." The course also acquaints students with the various

approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by community psychologists. Distinctions between traditional clinical interventions and community intervention are highlighted.

### **PSY 666 Case Conceptualization and Treatment Strategies (3 credits)**

This course focuses on the processes of conceptualizing clinical cases from a variety of theoretical orientations and translating them into effective treatment strategies. Video and audiotaped clinical interviews, case studies, and role-plays will be utilized to assist students in formulating hypotheses about client difficulties and developing appropriate clinical interventions that address those difficulties. **Prerequisites:** PSY 502, PSY 511, PSY 584, or consent of adviser

### **PSY 669 Advanced Treatment Interventions (3 credits)**

This course will present advanced training in one or two major approaches to individual psychotherapy. Students will have the opportunity to explore in-depth theoretical and technical applications of the approaches, issues related to the therapeutic alliance, goal setting, and outcome evaluation. Videotaped presentations, role-playing, and case studies will be utilized. **Prerequisites:** PSY 502, PSY 511, PSY 584, PSY 666

### **PSY 680 Counseling Practicum I (3 credits)**

The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. **Prerequisites:** PSY 502, PSY 507, PSY 511, PSY 584, PSY 586, PSY 635, PSY 666 with a grade of B or better

### **PSY 681 Counseling Practicum II (3 credits)**

This practicum is a continuation of Practicum I. The student will be expected to develop more advanced skills in interviewing, assessment, and intervention. Simultaneously, continued emphasis will be placed on ethical, legal, and professional issues. **Prerequisite:** PSY 680 with a grade of B or better

### **PSY 682 Counseling Practicum III (3 credits)**

This practicum is a continuation of Practicum II. **Prerequisite:** PSY 681 with a grade of B or better

### **Mental Health Counseling Practicum Prerequisites**

To be eligible for PSY 680 Counseling Practicum I, students must have been matriculated and must have successfully completed a minimum of 21 semester hours, which includes the following course work:

1. PSY 502 Counseling Theories and Practice
2. PSY 507 Research and Evaluation for Counselors
3. PSY 511 Foundations of Mental Health Counseling
4. PSY 584 Diagnosis and Treatment of Adult Psychopathology
5. PSY 586 Diagnosis and Treatment of Child and Adolescent Psychopathology

6. PSY 635 Group Theory and Practice
7. PSY 666 Case Conceptualization and Treatment Strategies\*



**\*Must be completed with a grade of B or better.**

The student must file an application and receive approval before registering for a practicum.



**School Guidance and Counseling  
(2001–2002)  
Curriculum  
46 Semester Hours**

<b>Required Courses:</b>	CGPY 502	Counseling Theories and Techniques
	CGPY 507	Research and Evaluation for School Counselors
	CGPY 510	Career Development
	CGPY 512	Learning and Human Development
	CGPY 515	Principles of Counseling and Guidance
	CGPY 550	Contemporary Clinical Interventions
	CGPY 575	Ethical, Legal, and Professional Issues for School Counselors
	CGPY 585	Psychology of Exceptional and At-Risk Children
	CGPY 595	Application of Technology in School Guidance and Counseling
	CGPY 608	Appraisal and Evaluation in School Counseling
	CGPY 630	Counseling the Culturally Different Student
	CGPY 636	Group Counseling
	CGPY 665	School Consultation Skills
	CGPY 685	School Guidance Pre-Practicum Seminar
	CGPY 688	Practicum I: School Guidance
	CGPY 689	Practicum II: School Guidance

## School Guidance and Counseling Course Descriptions



### **CGPY 502 Counseling Theories and Techniques (3 credits)**

This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings and focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed on the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings.

### **CGPY 507 Research and Evaluation for School Counselors (3 credits)**

This course seeks to prepare school counselors to be informed consumers of research and evaluation within educational settings. It covers basic statistics, basic research designs, and program evaluation. In addition, it reviews procedures of accountability for guidance departments.

### **CGPY 510 Career Development (3 credits)**

Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual, as well as from the standpoint of manpower needs for industrial and economic development.

### **CGPY 512 Learning and Human Development (3 credits)**

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept. Applications to the school setting are examined.

### **CGPY 515 Principles of Counseling and Guidance (3 credits)**

This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

### **CGPY 550 Contemporary Clinical Interventions (3 credits)**

This course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, HIV/AIDS, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined for suitable school-based interventions. **Prerequisite: CGPY 502**

### **CGPY 575 Ethical, Legal, and Professional Issues for School Counselors (3 credits)**

This course covers standards for professional conduct in school counseling. It considers ethical and legal decisions that school counselors must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students. Case examples, current regulations, and standards on utilizing assessment data and issues in counseling culturally diverse students are discussed.





**CGPY 585 Psychology of Exceptional and At-Risk Children (3 credits)**

This course covers the etiology and characteristics of exceptionalities and children at risk for underachievement and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

**CGPY 595 Application of Technology in School Guidance and Counseling (2 credits)**

This course focuses on the application of computer-based technology in education with particular emphasis on school guidance functions. Strategies to enhance curriculum effectiveness, improving the learning environment, and improving guidance delivery services will be stressed.

**CGPY 608 Appraisal and Evaluation in School Counseling (3 credits)**

This course covers basic measurement concepts, test content and purpose, psychometric properties, administration, and scoring procedures. Frequently used tests of aptitude, interest, and personality are reviewed. Issues involved with standardized and nonstandardized assessment of achievement, educational diagnostic tests, and vocational interest tests are examined from school guidance perspectives. Issues of test use with culturally diverse populations are addressed. **Prerequisite: CGPY 507**

**CGPY 630 Counseling the Culturally Different Student (3 credits)**

This course covers issues involved in the assessment and placement of minority students and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role-playing.

**CGPY 636 Group Counseling (3 credits)**

This course overviews various group theories and basic aspects of group process. Topics covered include group counseling as a laboratory for interpersonal learning, counselors' facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group counseling. **Prerequisite: CGPY 502**

**CGPY 665 School Consultation Skills (3 credits)**

This course focuses on developing specific techniques in consultation. It integrates the various aspects of a school guidance program with particular reference to problem solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided through role-playing.

**CGPY 685 School Guidance Pre-Practicum Seminar (2 credits)**

This course provides exposure to school and community professionals and requires an in-school pre-practicum experience.

**CGPY 688 and CGPY 689 Practicum I and II: School Guidance (6 credits)**

Supervised guidance practicum in an elementary, middle, or secondary school setting.

**□Prerequisites:**

**CGPY 502, CGPY 512, CGPY 515, CGPY 550, CGPY 575, CGPY 636, CGPY 665, CGPY 685, and consent of adviser**

**School Guidance and Counseling Practicum Prerequisites**

To be eligible for practicum, students must have been matriculated and must have successfully completed the following course work:

1. CGPY 502 Counseling Theories and Techniques
2. CGPY 512 Learning and Human Development
3. CGPY 515 Principles of Counseling and Guidance
4. CGPY 550 Contemporary Clinical Interventions
5. CGPY 575 Ethical, Legal, and Professional Issues for School Counselors
6. CGPY 636 Group Counseling
7. CGPY 665 School Consultation Skills
8. CGPY 685 School Guidance Pre-Practicum Seminar

The student must file an application for practicum and receive approval before registering for practicum.

## Master's Program Practicum Information

The **practicum** is conceived to be that phase of the master's program in which counselor trainees are able to **crystallize** their educational experiences by actually translating theoretical constructs into **practice**. This type of supervised practice in counseling is generally viewed as an experience that **assists** the prospective counselor to function effectively in a future employment situation. It serves as a **bridge** between the theoretical and the real. It is the first opportunity for the counselor trainees to **apply** what they have learned from the more didactic portion of the curriculum.

Three **consecutive** semesters of practicum are required in the mental health counseling master's **program** and two consecutive semesters of practicum are required in the school guidance and counseling master's program. This affords students the opportunity of working with a variety of client/school populations over time. Enrolled students will receive a *Handbook of Practicum Experiences* and specific details on practicum at the appropriate time in their program. **Some employed students may need to take a leave of absence from their employment or reduce their workload during this portion of the program.**

**Special Note:** Students enrolled in the Master's Program in Mental Health Counseling wishing to pursue state of Florida requirements for licensure may, at their option, elect to increase hours in practicum in order to fulfill state requirements.

### Main Campus Format

Each practicum spans a full semester during fall and winter terms. The student will spend a specified number of hours in a community agency setting along with a three-hour weekly practicum seminar class. The summer term practicum will run for 12 weeks.

### Field-Based Format

In the mental health counseling curriculum, each practicum spans a full semester (approximately 15 weeks). In the school guidance and counseling curriculum, each practicum spans a full semester (approximately 15 weeks). The student will spend a specified number of hours in a community agency/school setting, along with the regularly scheduled practicum seminar classes. Seminar classes will typically be scheduled during weekday evenings. Each site has a local practicum coordinator who assists in all arrangements for site placements. Practicum constitutes a departure from the weekend format. Please be advised that, during practicum, students may also be enrolled in regularly scheduled weekend classes.

### Professional Liability Insurance

Students entering practicum will be charged a nominal fee for liability insurance coverage provided under the Center for Psychological Studies' group policy. All students are required to abide by the ethical standards of the American Counseling Association, the ethical standards of their respective professions, the policies and procedures of the Center for Psychological Studies, and agency placement rules and regulations.



## Licensure and Certification

### State of Florida Licensure For Mental Health Counselors

On January 1, 2001, the state of Florida new legislation (Chapter 491, *Florida Statutes*) governing licensure requirements for mental health counselors will take effect. Students interested in licensure should request in writing a copy of licensure requirements from the

Department of Health  
Medical Quality Assurance  
Board of Clinical Social Work,  
Marriage and Family Therapy and  
Mental Health Counseling  
4052 Bald Cypress Way  
BIN # C08  
Tallahassee, Florida 32399-3250  
(850) 245-4474  
[www.doh.state.fl.us/mqa](http://www.doh.state.fl.us/mqa)

Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change.

#### **Certification in Guidance and Counseling**

The Master of Science in School Guidance and Counseling Program was designed for the continued professional development of persons seeking positions in school guidance. **Individual eligibility must be verified periodically through careful review of state licensure regulations, which are subject to change.** For state of Florida certification in guidance and counseling (prekindergarten through grade 12), course work in the Master's Program in School Guidance and Counseling is approved by the Florida Department of Education under Plan 2, Rule 6A-4.0181, *Florida Statutes* (course-by-course basis). For state of Nevada endorsement as a school counselor, the Master's Program in School Guidance and Counseling holds provisional program approval by the Nevada State Board of Education. Applicants are responsible for verifying requirements for certification in guidance and counseling with their local school board certification office or with the state department of education. State of Florida or state of Nevada requirements for certification do not necessarily apply to certification requirements in other states. ***State certification requirements are subject to change.***

## SPECIALIST PROGRAM

The **Specialist Program in School Psychology (Psy.S.)** was developed in response to the recent national and state critical shortage of school psychologists and the increased public attention being paid to the important role that school psychologists play in addressing critical challenges such as school violence. The school psychologist is a professional practitioner whose general purpose is to provide psychological services for students and to bring a psychological perspective to bear on the problems of educators and the children whom educators serve. The education and training of candidates prepares them to provide a range of psychological assessment, intervention, prevention, health promotion, and program development and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems.

The program of study will typically require four years of post-baccalaureate study. The format has been designed to allow access by the working professional. Students will typically take on average nine credit hours per semester. Courses are offered on weekends, and during the evenings. Some courses will be offered via compressed video or online.

The specialist program will prepare candidates to facilitate the educational, social, and emotional development of children and adolescents in school settings. School psychology students will learn to work collaboratively with educators, parents, and students to provide preventive and remedial psychological services. The program integrates theoretical and practical training, which provides candidates with expertise in the following areas: psychological and educational foundations, evaluation, intervention, consultation, research, and professional ethics and standards. Through the application of their knowledge, skills, and techniques, graduates of the specialist program promote the application of psychology to educational problems.

The specialist program is designed to be consistent with the national standards for the training of school psychologists as defined by the National Association of School Psychologists (NASP). The curriculum is designed to meet the current educational requirements for the Florida Department of Education (DOE) certification specialization in school psychology (Rule 6A-04311, Plan One) and for licensure as a school psychologist under Chapter 490, *Florida Statutes*. The center is currently seeking state of Florida DOE program approval.

### Requirements

To be considered for admission to graduate study in the Specialist (Psy.S.) Program in School Psychology, all applicants are required to present evidence of scholastic ability, significant interest in the area of school psychology, interpersonal sensitivity, personal stability, and sound moral character. Minimum requirements for admission for all applicants include a baccalaureate degree in psychology, education or related field from a regionally accredited institution and the completion of three credit hours in research and evaluation or statistics with a grade of "B" or higher prior to the start of the Psy.S. program. Additional criteria reviewed will include the following:

- Relevant experience; professional accomplishment, or exceptional credentials



- The quality of the applicant's written statement of professional experiences
- Professional/faculty letters of recommendation
- Personal interview

A student must complete all courses for the degree with a grade point average of at least 3.0. **The Specialist Program in School Psychology requires 78 semester hours of graduate credit, including two practica and a full-time internship.** All students will be required to pass the comprehensive examination requirement as part of their degree requirements. A candidate is expected to complete and graduate from the specialist program within seven years from the date of first enrollment.

### **Application Procedures**

#### **Degree Seeking Students (2002-2003)**

1. Complete the Specialist's Program application form.
2. Submit a check for \$50 (nonrefundable application fee) made payable to Nova Southeastern University.
3. Submit two letters of recommendation with completed forms from professors, employers, supervisors, or professionals most familiar with your work.
4. Arrange for official transcripts from all regionally accredited colleges or universities you attended to be mailed directly to Graduate Admissions, Center for Psychological Studies. If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.
5. Have official GRE or MAT scores mailed directly to the Graduate Office of Admissions (or provide documentation for provisional admission).
6. Complete the GPA calculation worksheet in its entirety.
7. Submit a two-page, typed statement of your professional experiences, including a description of your clinical experience, background or experience within school systems, research or program evaluation experience, and/or aspects of school psychology in which you have the greatest interest. Additionally, briefly describe your professional goals. A resume and supporting documentation is required for those applying under the experience category.
8. If applicable, include a copy of your teaching certificate or other relevant certificates.
9. Where applicable, applicants should submit TOEFL scores. Please refer to the section on the TOEFL.

#### **Non-Degree Seeking/Specialist Students (2001-2002)**

1. Complete the Specialist's Program application form for Non-Degree Seeking Students.
2. Submit a check for \$50 (nonrefundable application fee) made payable to Nova Southeastern University.

3. **Have** official transcript from degree granting institution showing graduation from or current **enrollment** in a regionally accredited institution mailed directly to Graduate Admissions, Center for Psychological Studies.

**Submit** a typed letter explaining your needs, courses in which you wish to enroll, and applicable timetables.

### **Transfer of Credit**

**Students** requesting transfer of credit must submit a written request for transfer along with **supporting** documentation to the specialist program administration. Sufficient documentation should be **presented** to allow for evaluation by the Office of Academic Affairs, including an official **transcript** from the institution where the course was taken and a course description as listed in the institution's catalog. Other documentation may need to be provided, including syllabi, course notes, or **other** material if requested.

The transfer of up to a maximum of 15 credit hours of graduate-level course work from a regionally **accredited** institution will be allowed upon approval of the Director of Academic Affairs. Course work **submitted** must meet the following specific criteria: a course grade of A or B and equivalency to a **required** course. No transfer of credits may be applied to practica. Transfer credits are not taken into **account** when computing the student's grade point average.

Transfer of credits will be awarded when the course being evaluated meets **all** of the following criteria:

1. It is a graduate level course taken at an institution accredited as degree granting by a recognized regional accrediting body for higher education at the time the course was completed or an APA professional school. A graduate level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. At minimum, this must be verified in the school's catalog or a letter from the chair of the department.
2. It is equivalent in content to a required course in the curriculum.
3. A grade of "B" or higher was received. A grade of "P" (Pass) or "CR" (Credit) or other such grades cannot be accepted as equivalent unless it can be officially verified as such.

It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded. Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.

Courses completed at other institutions after the student has enrolled in the specialist program will be considered only if there has been **prior** approval by the Office of Academic Affairs. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.

**No transfer credit may be applied to practica or internship.**

Federal Regulations require that veteran students **MUST** report all prior credit and training, and that the school **MUST** evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the VA and student so notified.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.



## 2001-2002 School Psychology Program Estimated Expenses

Specialist tuition for 2001-2002 will be charged at the rate of \$470 per credit hour. **Students should anticipate an annual review of fees by the university and possible increases.** Students are **expected** to pay tuition in full at the time of registration. Students receiving financial aid must **familiarize** themselves with the requirements of that office with regard to payments and may defer **payment** only if they have been officially notified of an award. Once a loan check is disbursed, **students** will be responsible for making all appropriate payments.

Tuition	\$470 per credit hour
Application Fee	\$ 50 (non-refundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30 per semester
Text Books	\$ 80-200 per course (approximate cost)
Professional Liability Insurance	\$ 6 per semester of practicum
Comprehensive Final Examination	State of Florida or NASP fees apply
Application for Degree Fee	\$ 75
Transcript Fee	\$ 5 per transcript

Some courses may require additional fees for laboratory and/or equipment (e.g. calculator, testing materials) and supplemental course materials. Students are provided NSU UNIX computer accounts at no charge. Students need to make arrangements for Internet access and pay the corresponding fee.

- **Please note that all above fees are subject to change without notice.** A student government association fee may be assessed after the first semester at the rate of \$10 per semester (fall and winter terms only)

## School Psychology Program Academic Policies

### Registration and Residency

All degree-seeking and provisional degree-seeking students are considered full-time students when they register for two or more courses per semester. This requirement is independent of the number of transfer credits the student may receive.

In order to maintain an active student status, all students are to be in continuous registration until they receive their degree unless prior approval is received from the Program Office. **Failure to remain in continuous registration will be considered formal withdrawal from the program. Students who do not complete courses for two consecutive semesters will be considered not in continuous enrollment and will be reviewed by the program office.**

Students are considered to be full-time if they complete six credit hours each semester. A student

on financial aid considering completing less than the scheduled credit hours in any given semester, should discuss this with the specialist program office. **It is the responsibility of the student to seek advisement of options available for completing the specialist program.**

For certain forms of financial aid, full-time and part-time status may be defined differently. Aid during the summer semester may require summer registration. Students applying for financial assistance MUST clarify this with the Office of Student Financial Planning.

### **En Route Master of Science in School Psychology**

Students enrolled in the Psy.S. program in school psychology may earn as an intermediate degree, the master's of science in school psychology. The curriculum for this degree consists of all courses in the first two years of the model specialist curricula (51 credit hours). Courses transferred into Nova Southeastern's specialist program do not count toward this degree. Any specialist course with a comparable number of credit hours may be substituted for a transferred course.

Graduates with this degree will not have met the educational requirements for certification or licensure in the State of Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree should be utilized by the Psy.S. student to demonstrate master's level achievement in school psychology, or qualify for master's level of employment.

Students completing the above requirements may complete a degree application form and pay the required fee to receive the degree, however they may not participate in the graduation ceremony. (Note: Students paying this fee at this time will not have to pay it again when completing the specialist, at which time they may participate in the graduation ceremony).

Degree requirements are subject to change.

### **Time Limits**

Students must complete their program within seven years from the date of first enrollment. This means that students are expected to graduate with the specialist degree within this time period. In the event that a matriculated student who has been in continuous enrollment does not complete all requirements within the seven year time limit, he or she must enroll in the Specialist Program and:

1. Maintain full-time status (minimum six (6) credits per semester, excluding summer sessions).
2. Complete remaining degree requirements, which will include any course work that is more than five (5) years old.

In order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements unless a leave of absence has been granted. **Failure to remain in continuous registration will be deemed the student's formal withdrawal from the program.** All other program, center, and university requirements will be in effect.



## **Evaluation of Specialist Students**

Each **student** is evaluated on an ongoing basis while enrolled in the program, including during the **practicum** experience. The purpose of evaluation is to provide students with relevant feedback **concerning** their performance and to serve as a screening process in order to ensure high standards for the **profession** of psychology. Relevant information including practicum evaluations is **coordinated** through the program administration.

If, for **any** reason, a faculty member has reason to question the satisfactory progress of any **student in** the program, he/she will discuss the problem with the student. If the problem persists, the **faculty** member may bring the issue to the attention of the program administration and the Center for Psychological Studies faculty. Appropriate faculty will be asked for additional review and **comment**.

## **Professional Standing Committee**

The **Professional** Standing Committee of the Center for Psychological Studies is appointed by the Dean of the center and serves in a variety of capacities related to the review of student professional **standing** matters. The Committee consists of faculty, a student representative and other members as appointed by the Dean.

The **Committee** may be asked to review alleged violations of the University Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the Committee may **conduct** reviews concerning emotional, behavioral problems serious enough to suggest interference with professional functioning, academic performance, or performance in a clinical **practicum** or internship setting.

The **purpose** of the committee's review and recommendations are not limited to disciplinary actions; but may encompass efforts to remediate a deficiency or problems so that the student can continue their education and function competently as a professional. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the Dean could include, but are not limited to remediation, referral, warning or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic Responsibility, the Dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases the committee will adhere to professional standing committee guidelines that insure a timely and complete review of the facts. The process will insure that the student and involved parties have the opportunity to present relevant information.

## **Matriculation Requirements (Degree Candidacy)**

Students who are provisionally admitted into graduate study at the specialist level are reviewed for degree candidacy (matriculation) after completion of the first four courses (12 credits) in which they are enrolled.

During the formal review for matriculation, students' academic performance in their first four courses will be examined. Students need a grade point average of 3.0 or above in the four designated courses to be matriculated. **Students who receive two grades below a "B" or a grade of "F" in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below "B" or a grade of "F", the student will automatically be withdrawn from graduate study. Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in the Center for Psychological Studies Program.

Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

### **Academic Standing (Following Matriculation)**

The grading policy for all graduate programs in the Center for Psychological Studies requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed in the student handbook.

In all courses, a grade of A, B, C, F, or P will be assigned based upon the individual instructor's assessment and evaluation of the student's work. A grade of "I" (incomplete) indicates that the student has not completed the course requirements during the scheduled time and is given only with the instructor's approval. A student will not be permitted to register for a sequential course when a grade of "I" (incomplete) or "F" (failure) has been received in a prerequisite course.

### **Attendance**

Students are expected to attend all scheduled learning activities including classes, lectures, and seminars. Anticipated absences should be cleared in advance with the instructor. Excessive absences may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the course.



## Specialist in School Psychology Program Curriculum

The **general** curriculum of the specialist program is designed to provide the knowledge and training **necessary** for the student to become a school psychologist. The curriculum was designed by faculty **following** consultation with Florida school districts, the Florida Department of Education (DOE), the **Florida** Association of School Psychologists (FASP), and the National Association of School Psychologists (NASP). The program is designed to be consistent with NASP Standards for Training **Programs** in School Psychology, and current educational requirements for the Florida DOE **specialization** certification (Rule 64-04311, Plan One) and licensure as a school psychologist (**Chapter** 490, *Florida Statutes*). However, since state certification and licensure requirements vary **and/or are** subject to change, students must examine these requirements in the state to which they intend **to** make application to determine if educational requirements are met.

### Clinical Training

#### Practicums

The **practicum** sequence in the specialist program is intended to provide the student with closely **supervised** assessment and intervention experiences. Practicum settings include placements in local school **districts** and clinics. These practicum settings give students the opportunity to work with a **diverse range** of clients and clinical problems. Students must be matriculated and complete the **following** course work prior to enrolling in the practica:

All **students** seeking a practicum experience will be subject to fingerprinting as part of school and agency **requirements**. Students with any concerns about this issue should seek advisement at the **beginning** of their program.

Practicum responsibilities may include individual and small-group counseling, consultation, teacher in-service, parent conferencing, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting. **Students employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue their practicum. Students may be required to take some leave or to make other necessary arrangements to fulfill this requirement. Please be advised that waiver of the practicum experience for any reason will not be permitted.**

Two semesters of practicum are required to afford students an opportunity to work with a variety of students, parents, and teachers over time. Students are ineligible for practicum if they have not completed prerequisite courses, are on academic probation, or have been evaluated as not ready. Practica are generally taken in the second and third years of the program.

**For field-based students, the practicum will be scheduled in a semester format.** The semesters of practicum typically begin in the fall semester. The student will complete the designated experience and hours in a public school setting and participate in a regular seminar class. Seminars are typically held on evenings during the week. Specific details on practicum are provided to students at the appropriate time in their program. **Please be advised that during practicum, students will also be enrolled in regularly scheduled classes.** Further practicum instructions will be provided to students prior to practicum registration.

### **School Psychology Internship**

A major applied component of specialist training is the internship in school psychology. All students are required to successfully complete a supervised field placement in an approved public or private school consisting of a minimum of 1,200 clock hours. The internship is typically completed in one calendar year and typically follows the completion of the prerequisite course work with a GPA of 3.0.

It is the student's responsibility to investigate and apply for internship opportunities. Prior to submitting applications, students' eligibility must be reviewed. The Program Office will verify the student's eligibility to accept and subsequently begin an internship. Specific guidelines and procedures for the internship application process will be provided to students at the appropriate time in their curriculum.

To accept an internship placement, a student must be in good academic standing and must have successfully completed all requirements as described above, and the professional documentation file as described for program approval.

### **Comprehensive Examination**

As part of the degree requirements, all specialist students will be required to sit for and pass a final written comprehensive examination.

## Specialist Program in School Psychology-Model Course Sequence

<b>1<sup>st</sup> Year</b>	<b>Fall</b>		<b><u>Credits</u></b>
	PSY 740	Educational Statistics	3
	PSY 750	Counseling Theories and Techniques	3
	<b>Winter</b>		
	PSY 745	Research Design	3
	PSY 700	Learning and Human Development	3
	PSY 715	Child and Adolescent Psychopathology	3
	<b>Summer</b>		
	PSY 782	Assessment: Intelligence Testing I	3
	PSY 710	Psychology of Exceptional and At-Risk Children	
3	PSY 735	Organization and Operation of Schools	3
<b>2<sup>nd</sup> Year</b>	<b>Fall</b>		<b><u>Credits</u></b>
	PSY 800	Practicum in School Psychology (school based)	3
	PSY 784	Assessment: Intelligence Testing II	3
	PSY 765	Applied Behavioral Assessment	3
	<b>Winter</b>		
	PSY 780	Psychoeducational Assessment	3
	PSY 720	Biological Bases of Behavior	3
	PSY 755	School Consultation Skills	3
	<b>Summer</b>		
	PSY 790	Assessment of Young Children – Birth to 5 Years	3
	PSY 770	Ethical, Legal, and Professional Issues for School Psychologists	3
	PSY 730	Instructional Strategies for the Exceptional Child	
3			
<b>3<sup>rd</sup> Year</b>	<b>Fall</b>		<b><u>Credits</u></b>
	PSY 786	Projective/Objective Personality Assessment	3
	PSY 725	Developmental Neuropsychology for the School Psychologist	3
	PSY 760	Contemporary Clinical Interventions for the School Psychologist	3
	<b>Winter</b>		
	PSY 788	Assessment of Low Incidence Populations	3
	PSY 705	Social and Cultural Bases of Assessment and Counseling	3
	<b>Summer</b>		
	PSY 792	Integrated Report	3
	PSY 805	Practicum in School Psychology (Nova clinic based)	3
<b>4<sup>th</sup> Year</b>	<b>Fall/Winter</b>		
	PSY 810	Internship in School Psychology	6
<b>Total Degree Credits</b>			<b>78</b>



## **SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY COURSE DESCRIPTIONS**

### **General Required Courses**

#### **PSY 700 Learning and Human Development (3 credits)**

This course covers how developmental maturation and social learning shape personality, in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality, self-regulation, and self-concept. Applications to the school setting are examined.

#### **PSY 710 Psychology of Exceptional and At-Risk Children (3 credits)**

This course addresses the history, laws, policies, and practices in exceptional student education. Included are the definitions, prevalence, causes, and assessment techniques utilized with the various exceptionalities within special education.

#### **PSY 715 Child and Adolescent Psychopathology (3 credits)**

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. Currently used interventions with psychologically troubled youths will be examined.

#### **PSY 720 Biological Bases of Behavior (3 credits)**

This course covers theory, research, and applications for the following topics: structure, function, and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

#### **PSY 725 Developmental Neuropsychology for the School Psychologist (3 credits)**

This course is designed to provide an introduction to developmental neuropsychology. Cases of traumatic brain injury, seizures, communication disorders and sensory-motor impairment will be presented. (Prerequisite: PSY 2403 Biological Bases of Behavior)

#### **PSY 735 Organization and Operation of Schools (3 credits)**

This course is designed to provide an overview of educational administration. Emphasis is placed on issues related to special education, school and community-based resources, and alternative service delivery systems. The role of the school psychologist as well as that of other support and itinerant staff is explored.

#### **PSY 750 Counseling Theories and Techniques (3 credits)**

This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings and focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed on the acquisition of skills related to empathy, the counselor-counsee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings.

**PSY 770 Ethical, Legal, and Professional Issues for School Psychologists (3 credits)**

This course covers standards for professional conduct in school psychology. Ethical and legal decisions that school psychologists must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students are discussed. Ethical use of computer generated reports as well as issues in report writing will be explored. Case examples, current regulations, standards on utilizing assessment data, and issues in counseling culturally diverse students are explored. Emphasis will similarly be placed on the history and foundation of school psychology, service models and methods, as well as public policy.

**Assessment Required Courses****PSY 765 Applied Behavioral Assessment (3 credits)**

This course covers basic behavior analytic principles and methods in applied settings. The principles of learning and applied behavior management techniques within the classroom will be addressed. Emphasis is on the functional assessment of behavior as well as techniques in counseling parents and relevant school personnel in behavioral intervention.

**PSY 780 Psychoeducational Assessment (3 credits)**

This course introduces students to the administration, interpretation, and communication of psychoeducational tests. Emphasis is placed on assessing the visual, auditory, haptic, language, and sensory disorders. Focus is on achievement and process measures, as well as the development of curriculum based assessment. Focus will be placed on interviewing and behavioral observation.

**PSY 782 Assessment: Intelligence Testing I (3 credits)**

The administration, interpretation, and communication of results of the Wechsler scales are the focus of this course. Emphasis is placed on the many aspects of interviewing, behavioral observation, interpretation, and report writing.

**PSY 784 Assessment: Intelligence Testing II (3 credits)**

The administration, interpretation, and communication of results of the Stanford-Binet, Differential Abilities Scales, and nonverbal measures of intelligence are the focus of this course. Emphasis is placed on utilizing data such as cultural background, limited English proficiency, or handicapping conditions in the choice of assessment devices. Focus will be placed on interviewing, behavioral observation, interpretation, and report writing.

**PSY 786 Projective/Objective Personality Assessment (3 credits)**

This course will provide an introduction to the theory, administration, scoring, and interpretation of the major projective assessment measures including the Robert's Apperception Test, Thematic Apperception Test, Sentence Completion, and Human Figure Drawings. The specific value of the projective measures and associated research findings will be discussed. Objective measures, including the Behavior Assessment Scale for Children, the Child Behavior Checklist, and Conner's Rating Scale will be utilized. The student will also receive an introduction to integrating assessment materials for the purpose of writing psychological test reports.

**PSY 788 Assessment of Low Incidence Populations (3 credits)**

This course is designed to provide an introduction to the assessment of low incidence populations. Exceptionalities explored include Visually Impaired, Deaf and Hard of Hearing, Autistic spectrum disorders, Physically Impaired, Traumatic Brain Injured, and Dual Sensory Impaired.

**PSY 790 Assessment of Young Children (Birth to 5 years) (3 credits)**

This course focuses on assessment techniques and problems in children from infancy to five years of age. Emphasis will be placed on observational, developmental, play based, adaptive behavior, and psychological assessment. Collaboration with relevant school personnel such as that involved in arena assessment will be explored.

**PSY 792 Integrated Report (3 credits)**

The primary goal of this course is to help the student write a well-integrated and meaningful psychological report and learn the art of providing feedback to parents, teachers, and other professionals. Starting with basic data obtained through interview and developmental history, the student is guided through the process of clinical inference, learning to examine and analyze the data, formulate integrative hypotheses, and generate a synthesized, integrated, and meaningful psychological report useful to school personnel. Emphasis will be placed on understanding the legal issues involved in report writing within the school setting. (Prerequisite: All Assessment Courses)

**Intervention Required Courses****PSY 705 Social and Cultural Bases of Assessment and Counseling (3 credits)**

This course covers issues involved in the assessment and counseling of culturally and linguistically diverse students. Focus is on the psychological impact of gender, race, ethnicity, culture, religious preference, socioeconomic status, sexual orientation, and able-bodiedness. This course also examines innovative assessment methods for clients of diverse backgrounds based upon individual characteristics, strengths, and needs. Emphasis will be placed on differentiating between the normal stages of second language acquisition and handicapping conditions.

**PSY 730 Instructional Strategies for the Exceptional Child (3 credits)**

This course covers the principles of curriculum development and related research as they apply specifically to the exceptional student. Emphasis will be placed on developing instructional strategies including needs assessment, use of resources, and assessment of instructional effectiveness in the development of cognitive and academic skills. Particular emphasis will be placed upon reading instruction.

**PSY 755 School Consultation Skills (3 credits)**

This course focuses on developing specific techniques including communication and interpersonal skills necessary in effective consultation at the individual, group, and systems levels. Integration of the various aspects of school psychology consultation, including knowledge of behavioral, mental health, collaborative, and other consultation models and their application within the school setting are explored. Emphasis is placed upon team building. Case examples are discussed, and opportunities for skill development are provided through role-playing.



**PSY 760 Contemporary Clinical Interventions for the School Psychologist (3 credits)**

The course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, HIV/AIDS, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined that promote the mental health and physical well being of students. Short-term individual psychotherapy techniques as well as structured group therapy programs will be explored. (Prerequisites: CGPY 502 Counseling Theories and Techniques)

**Methodology and Research Required Courses**

**PSY 740 Educational Statistics (3 credits)**

This course covers basic inferential and descriptive statistics as it applies to educational data and problems. Emphasis will be placed on the application of statistics to program evaluation in school psychology.

**PSY 745 Research Design (3 credits)**

Competencies required for the design, implementation, and evaluation of educational research, including: problem formulation and analysis, sample selection, instrument selection, formulation of research design and procedure, and data analysis. Emphasis will be placed upon the evaluation of research, translation of research into practice, and the ability to plan and conduct program evaluations for the improvement of services within the schools.

**PSY 800 Practicum in School Psychology (School Based) (3 credits)**

The purpose of the school-based practicum is to provide students with an orientation to school and community professionals as well as to clarify the role of the school psychologist. The student will have the opportunity to observe school psychologists conduct psychoeducational assessment, develop behavioral interventions, participate in child study team meetings, and provide feedback to parents. Students are expected to gain experience working with children in a multitude of settings, including preschool, elementary, middle and senior high school as well as special education centers. Students are placed in a school setting one day per week and attend a university-based seminar.

**PSY 805 Practicum in School Psychology (Nova Clinic Based) (3 credits)**

The purpose of the practicum is to introduce the school psychology student to the practice of assessment with clients within a clinical setting. Other opportunities may include short-term psychotherapy.

**PSY 810 Internship in School Psychology (6 credits)**

The student is required to complete a supervised field placement in a public or private school setting or related agency, covering a 30-week period of 1,200 hours. This will provide the student with an opportunity to demonstrate competencies and refine skills in the areas of assessment, consultation, and intervention.

- *Course descriptions are subject to change*



## **DOCTORAL PROGRAMS**

By offering both the doctor of psychology (Psy.D.) and the doctor of philosophy (Ph.D.) degrees, the Center for Psychological Studies demonstrates its commitment to train psychologists both as researchers and as practitioners. The Psy.D. program is based on a model of the practitioner informed by science and the Ph.D. program is based on a model of the scientist-practitioner. Each program has a structured curriculum that develops the knowledge and skills of the doctoral student relevant to the program's model. Both require clinical training that includes clinical practicums, the clinical competency exam, and a 2,000-hour predoctoral internship at a site where the student has applied and been accepted.

Beyond the required courses and experiences of each doctoral program, individual interests in psychology are accommodated through elective course offerings. Students have the option of seeking admission to a concentration, in which a series of electives are taken in a single specialty area.

The center's faculty is committed to the development of strong collegial relationships with doctoral students. The development of such relationships facilitates the instructional support available to students as they strive for scholarship and mastery of the roles of the clinical psychologist.

### **Psy.D. Program**

Traditionally, the training model for clinical psychologists has focused on the graduate student as scientist first and practitioner second. However, with the growing need in society for practitioners, many graduate students have elected to enter the clinical services arena, rather than the academic or research area. Consequently, in the 1960s, alternate training procedures were proposed that led to the development of a professional scientific-practitioner model. This model was officially accepted by the American Psychological Association at the Vail Conference in 1973, when it was deemed a more viable foundation for the education and training of individuals preparing to enter careers whose primary focus is on direct clinical intervention, delivery of psychological services, and professional practice.

The primary goal of the Doctor of Psychology Program (Psy.D.) is to offer academic, practicum, internship, and research experiences directly relevant to the practice of clinical psychology. The training retains the important scientific base upon which professional competence and knowledge rest, has students participate in ongoing research, and prepares them to be lifelong consumers of research. Clinical expertise is molded by a sequence of courses on assessment and intervention, both theory and technique, supplemented by practicum experiences with clients in a variety of settings under intensive supervision. The Psy.D. degree, through its curriculum, trains students to perform as clinicians, private practitioners, supervisors, mental health consultants, administrators of human service programs, instructors, and members of a research team. The degree of expertise in these various specialties is contingent upon individuals' educational concentrations and training exposures, as well as their career aspirations.

There are three specific program goals. The successful graduate of the Psy.D. program is expected to

1. comprehend the knowledge base for psychological service providers
2. comprehend and use clinical skills for practitioners informed by science
3. evaluate and use scientific findings for professional practice

### **Ph.D. Program**

The program leading to the doctor of philosophy (Ph.D.) degree in clinical psychology supports the proposition that the clinical psychologist will contribute most to society when educated for the roles of both scientist and practitioner. The focus of the program is on the empirical analysis of current topics and problems in clinical psychology, with a particular emphasis on the development of sophistication in applied clinical research. Much of the research conducted within the program involves the development and rigorous investigation of innovative assessment and intervention for clinical problems. From this base, the student proceeds through research training that culminates in a dissertation—-independent research defended before a faculty committee.

The program curriculum is anchored in the cumulative body of psychological knowledge and provides a firm basis in statistics, research design, and experimental research methodology. Through these experiences and a sequence of formal courses and graded exposure to clinical populations in supervised practicums, the program imparts the knowledge and skill required for the student to assume the role of academician, researcher, and practicing clinical psychologist.

There are four specific program goals. The successful graduate of the Ph.D. program is expected to

1. comprehend the knowledge base for psychological service providers
2. comprehend and use intermediate academic and research skills
3. comprehend and apply advanced academic and research skills
4. comprehend and use clinical skills for scientist-practitioners

### **Concentrations**

Although the center's doctoral programs are committed to the general training of clinical psychologists, we also give students the option of beginning to specialize. Concentrations have been (and may continue to be) developed in recognized areas of psychology. Each concentration accepts a limited number of students at admission or during the first or second year of study and therefore a student is not guaranteed a slot in a particular concentration. Each concentration consists of a set of electives, a practicum in an approved clinical program related to the concentration, and research activities with faculty in the concentration. Below are listed current concentrations with their required courses and concentration faculty.

**Clinical Forensic Psychology:** Recognizing the crucial need for competent clinical psychologists working within the justice system, the Clinical Forensic Psychology (CFP) concentration emphasizes clinical psychological skills applicable in the criminal justice system, which include issues regarding competency and criminal responsibility; psychological damages in civil trials; civil competencies; psychological autopsies and criminal profiling; and child custody and parental fitness. Course work includes: Introduction to Forensic Psychology; Forensic Psychology: Criminal Law; Forensic Psychology Assessment; Psychological Interventions in Forensic Settings; Forensic Psychology: Family Law; Special Issues in Forensic Psychology: Supervision, Consultation, Ethics and Controversial Issues (Burns, Golden, D. Shapiro, Van Hasselt, and Walker).

**Clinical Health Psychology:** Clinical Health Psychology (CHP) specializes in the study, treatment, and professional training in the interaction of physical health with the individual's cognitive, emotional, behavioral, and social functions. Its broad scope encompasses intervention for managing severe illnesses, rehabilitating disability, prevention of chronic disease, and maintenance of good health. Significant contributions have been made in chronic pain management, weight control, cardiovascular rehabilitation, pediatric diseases, and coping with medical procedures. Course work includes: Health Psychology; Clinical Biofeedback; Professional and Ethical Issues in CHP/Medical Rounds; Psychology Interventions with Medical Patients; Anatomy and Physiology; Chronic Pain/Illness Management (Fins, Katell, Kelleher, Montgomery, and M.Sobell).

**Clinical Neuropsychology:** Clinical Neuropsychology (CN) is concerned with the function of the brain and its relationship to all aspects of behavior, as well as the impact of brain dysfunction and injury on individuals' abilities to function. The program not only encompasses the approaches, perspectives, and practice settings of neuropsychology, but also extends to the related disciplines of neuroanatomy, neurophysiology, neuropathology, neurorehabilitation and child neuropsychological assessment. Course work includes: Clinical Neuropsychology, Clinical Neuroanatomy, Behavioral Neuropathology, Advanced Clinical Neuropsychology, Neuropsychological Case Analysis, Child and Adolescent Neuropsychological Assessment. Ph.D. students will complete their research practicums, major papers and dissertation with a neuropsychology faculty member. Psy.D. students will complete four research practicums, a research project equivalent to a major paper, a dissertation-equivalent project in the area of neuropsychology under the direction of a neuropsychology faculty member, as well as the Ph.D. three course statistical sequence (Burns, Golden, and Mittenberg).

**Psychodynamic Psychology:** Psychodynamic Psychology (PP) is a discipline of psychology that presents a theory of personality and an explanation of the framework for understanding psychopathology. Psychodynamic theory and technique have demonstrated applicability to conceptualizing and providing treatment for a wide range of interpersonal and intrapsychic difficulties. This program emphasizes contemporary psychoanalytic theories of personality, pathology, and psychotherapy. Course work includes: Psychodynamic Psychotherapy I and II; Narcissistic, Borderline, and Other Character Disorders; Psychodynamic Treatment of Affective Disorders; Psychodynamic Treatment Approach to Family and Group Therapy; Psychodynamic Psychotherapy in Practice (Lane, Quintar, and A.E. Shapiro).

**Psychology of Long Term Mental Illness:** The Psychology of Long Term Mental Illness (LTMI), an emerging area of specialization in psychology, studies the treatment and evaluation of severely and persistently mentally ill adults and children and their families. The area focuses on specialized assessment techniques of psychopathology and level of functioning, psychotherapeutic interventions and psychosocial rehabilitation, psychopharmacology as well as program development and public policy. Course work includes: Community Psychology with Seriously Mentally Ill; Treatment of Serious Mental Illness; Consultative Psychopharmacology; Diagnostic Assessment of Long Term Mental Illness (Dorfman, Gralnik, and Lambert).

## **Doctoral Programs Admissions**

### **Requirements**

To be considered for admission to a doctoral program in clinical psychology, the applicant is required to have a baccalaureate degree from a regionally accredited institution, present evidence of scholastic ability, significant interest in the area of psychology for which admission is sought, personal stability, interpersonal sensitivity, and sound moral character. Minimum requirements include a baccalaureate degree from a regionally accredited institution; a 3.0 undergraduate grade point average or a 3.5 graduate-level grade point average (based on a minimum of 18 semester hours in psychology); three semester hours of statistics; 18 semester hours of psychology; experimental psychology course preferred but not required or a score of 600 or higher on the Graduate Record Examination (GRE) Psychology Test; and verbal and quantitative scores on the GRE. The GRE Psychology Test is recommended.

The standards required for admission keep in mind the safety and well-being of clients whom its graduates will eventually serve in clinical situations. Candidates for the degree must possess, with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities; and intrapersonal, communication, behavioral, and personal attributes including empathy, emotional self-awareness, and emotional maturity.

Achievement of the minimum requirements above is necessary for an application to be considered for a doctoral program. Higher GPA and GRE scores indicating greater potential to complete doctoral-level work will enhance an application. A combined GRE verbal and quantitative score greater than 1000 is preferred. Other factors include: (1) previous courses taken, especially quantitative for Ph.D. and biological for Clinical Health and Clinical Neuropsychology; (2) previous clinical and research experience; (3) evidence of interest in psychology; (4) the applicant's personal statement; and (5) three letters of recommendation. Personal interviews are required on Interview Day in March 2002. Completed applications and all supporting documents (as listed below) must be complete and received in the graduate admissions office by January 8, 2002, for consideration for admission beginning fall 2002. Students are admitted only once per year for classes starting in the fall semester.



## **Application Procedure**

The following information is required as part of the application:

1. A completed and signed application form
2. A statement of your professional experiences, including a description of your clinical experience, your research experience, and those aspects of psychology in which you have the greatest interest; additionally, describe briefly your professional goals.
3. A check for the \$50 nonrefundable application fee (\$100 total if applying to both programs) made payable to Nova Southeastern University
4. The completed application worksheet
5. Official GRE scores for the verbal and quantitative tests to be sent directly to the Center for Psychological Studies, Office of Graduate Admissions; include a photocopy of the GRE scores (if available).
6. Three letters of recommendation, in addition to the enclosed forms, from professors or supervisors most familiar with your work must be sent directly to the Center for Psychological Studies, Office of Graduate Admissions.
7. Official transcripts from all colleges or universities you attended (to be sent directly to the Center for Psychological Studies, Office of Graduate Admissions). If an initial transcript does not reflect degree conferral or final semester grades, you must forward a final transcript to the Office of Graduate Admissions as soon as this information becomes available.
8. Where applicable, foreign nationals should submit TOEFL scores.

## **Transfer of Credits**

All transfer credit must be awarded during the student's first academic year in the doctoral program. Consideration will be given only to doctoral-level courses taken before matriculation in the doctoral program. Request for transfer credit for first semester courses must be made during the summer, before July 15. Request for all other transfer credit must be made during the fall, before October 15.

Transfer credits will be awarded when the course being evaluated meets all of the following criteria:

1. It is a doctoral-level course taken at an accredited college, university, or APA-approved professional school as a postbaccalaureate student. A doctoral-level course is defined as one that would be credited toward a doctoral degree at the institution where the course was taken. This must be verified in the school's bulletin or a letter from the chair of the department and an official transcript.

2. It was completed no longer than five years before first enrollment in this program.
3. A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grade cannot be accepted as equivalent to B unless it can be officially verified as such.
4. It is evaluated as equivalent to a course in the program's required curriculum. Credits will not be awarded for electives.
5. The student must successfully demonstrate competence to the evaluating faculty member for assessment courses.

The student must provide the Office of Academic Affairs with a syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses may require the student to provide further documentation and supporting material, such as class notes, and to meet with them.

The maximum number of credits transferred that will be credited toward graduation is 15. Although credits awarded beyond this number may be used to excuse a student from a particular course, an equivalent number of elective credits must be taken in order to fulfill the degree requirements.

Federal regulations require that veteran students must report all prior credit and training, and that the school must evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the VA and student so notified.

No transfer credits may be applied to pre-practicum, practicum, internship, or electives.

### **Conditional Admission**

Applicants admitted on a conditional basis will be required to meet specific requirements by the date indicated in official correspondence.

## Educational and Training Outcomes

In keeping with the center's philosophy of full disclosure, below is a summary of performance and outcome data between 1998 and 2001.

### APPLICANT DATA: 1998–2001

	Ph.D. Program			Psy.D. Program		
	1999	2000	2001	1999	2000	2001
Number of Applicants	171	168	175	241	172	240
Number Accepted for Admission	31	39	41	130	83	106
Actual Size of Incoming Class	17	24	15	95	58	70

### ACCEPTED FOR ADMISSION

	Ph.D. Program			Psy.D. Program		
	1999	2000	2001	1999	2000	2001
GRE-Verbal: Average Score	533	528	563	483	483	493
Median Score	515	515	560	470	485	480
GRE-Quantitative: Average Score	611	583	599	531	528	529
Median Score	625	580	585	540	545	530
GRE-Advanced: Average Score	552	602	631	569	570	569
Median Score	560	600	630	560	560	555
Average Undergraduate GPA	3.43	3.52	3.49	3.42	3.43	3.40

## **APPLICANTS FOR INTERNSHIP**

	<b>Ph.D. Program</b>			<b>Psy.D. Program</b>		
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>Number of Total Applicants</b>	27	15	22	56	51	59
<b>Number Accepted on APPIC "Match Day"</b>	20	14	21	49	50	39
<b>Number Accepted after APPIC "Match Day"</b>	5	1	0	6	1	19
<b>Number Accepted at Accredited Sites</b>	21	13	20	47	37	35
<b>Number Accepted at Funded Positions</b>	25	15	21	55	50	57

## **GRADUATION OUTCOMES**

	<b>Ph.D. Program</b>			<b>Psy.D. Program</b>		
	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>
<b>Number of Students Completing Program</b>	13	16	16	56	59	52
<b>Average Years to Completion for this Cohort</b>	6.7	6.7	6.7	5	5	5



## **2001-2002 Doctoral Program Estimated Expenses**

The total expenses of students enrolled in doctoral programs vary greatly depending on individual circumstances. While tuition, registration, and other fees\*, and the cost of books are relatively constant for all students, other expenses will differ.

Tuition	\$ 585 per credit hour
Application Fee	\$ 50 (nonrefundable)
Seat Deposit	\$1,000 (nonrefundable; payable after acceptance and credited toward tuition)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30
Student Government Association Fee	\$ 15 per semester
Professional Liability Insurance Fee	\$ 5 per semester
Transcript Fee	\$ 5 per transcript
Application for Degree Fee	\$ 75

**\*Please note that all above fees are subject to change without notice.**

### **Refund Policy**

Students have three working days from the date of signing an enrollment contract or financial agreement with the university to cancel the contract and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees paid by the student before the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

## **Doctoral Academic Policies**

### **Registration and Residency**

All students must be in full-time residence for the first three academic years, excluding summer sessions, to be eligible for the doctoral degree. This requirement, which is independent of the number of transfer credits the student may receive, is defined as completion of a minimum of 18 credits each year. After the residency requirement is met, students must enroll for at least one credit each semester. All enrolled students must be in continuous registration every fall and winter semester until they receive their degree, unless a leave of absence has been granted.

### **Candidacy**

Upon admission, students are admitted to degree candidacy.

### **Transfers Between Programs**

Doctoral students in clinical psychology are accepted into either the Psy.D. or the Ph.D. program. The programs are distinctive in focus, and it is expected that students enroll with the intention of completing the program into which they were accepted. The center does not encourage transfer between programs, but a student may petition to do so. Formal requests for transfer should be made to the Office of Academic Affairs, which will provide the student with a list of requirements. Students will not receive transfer credit for required courses taken in their original doctoral program that are at a lower level than those required in their new program.

### **En Route Master's Degree**

Students enrolled in the Ph.D. or Psy.D. programs in clinical psychology may earn, as an intermediate degree, the master of science in clinical psychology. The curriculum for this degree consists of all courses in the first two years of the model doctoral curricula (54 credits for the Psy.D. program and 57 credits for the Ph.D. program). Courses transferred into Nova Southeastern University's program do not count toward this degree. Any doctoral course with a comparable number of credit hours may be substituted for a transferred course. Graduates with this degree will not have met the educational requirements for certification or licensure in Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree should demonstrate master's-level achievement and enhance employment opportunities.

### **Time Limits**

Students are expected to complete their program and be awarded a doctoral degree within eight years from the time of first enrollment. Students who do not complete all requirements within the eight-year time limit (excluding approved leaves of absence), must enroll in the center and complete 18 credits (at least six credits each fall and winter semester unless a defense is scheduled), as specified in the doctoral students *Policies and Procedures Handbook* and approved by the Office of Academic Affairs. Failure to remain in continuous registration will be deemed as the students withdrawal from the program. Students whose dissertation adviser becomes unavailable after the eight-year limit will have to start their dissertation over with a new chair.

## **Evaluation of Doctoral Students**

Each student is evaluated on an ongoing basis while enrolled in the program. Included are evaluations during each course, the Clinical Competency Examination, dissertation defense, and while on internship. In addition, each student receives annually a written evaluation of progress in the program. The purposes of such evaluations are to provide students with relevant and timely feedback, to formulate plans for improvement or remediation if needed, and to serve as a screening procedure for maintaining high-quality standards in the profession of psychology. Candidates for the degree must possess, with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities. Areas of evaluation include academic achievement, responsible behavior, ethical behavior, interpersonal behavior, emotional self-awareness, and emotional maturity.

## **Professional Standing Committee**

The Professional Standing Committee of the Center for Psychological Studies is appointed by the dean of the center and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty, a student representative and other members as appointed by the dean.

The committee may be asked to review alleged violations of the University Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the committee may conduct reviews concerning emotional behavior problems serious enough to suggest interference with professional functioning, academic performance, or performance in a clinical practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions, but may encompass efforts to remediate a deficiency or problems so that the student can continue their education and function competently as a professional. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the dean could include, but are not limited to, remediation, referral, warning, or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic Responsibility, the dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases, the committee will adhere to professional standing committee guidelines that insure a timely and complete review of the facts. The process will insure that the student and involved parties have opportunity to present relevant information.

## **Grading and Academic Standing**

All degree programs in the Center for Psychological Studies assign grades to course work according to the following system: A, B, C, and F, except for Dissertation and Directed Study: Research, which receive P, F, or PR (in progress). A grade of I (incomplete) is given only with instructor's approval and under exceptional circumstances.

All graduate programs in the Center for Psychological Studies require that, to remain in good academic standing, a student must maintain a minimum cumulative grade point average of 3.0. In

addition, other minimum requirements exist that are described in detail in student handbooks. Failure to meet these requirements will result in academic probation or dismissal, as detailed in the student handbooks for doctoral and master's programs. A student is allowed one year (two full semesters excluding summer session) to remove probationary status. Automatic dismissal will occur if more than two grades below B are recorded, if two grades of F are received, or if academic probation extends beyond one year. Automatic dismissal will also occur in doctoral programs if the clinical competency exam is failed a second time or a grade of C or lower is received for internship.

### **Attendance**

Students are expected to attend all scheduled learning activities, including classes, lectures, and seminars. Anticipated absences should be cleared in advance with the instructor. Excessive absences may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the class. However, it is the policy of the university to excuse, without penalty, absences due to religious observances and to allow students to make up missed work.

## **Doctoral Curricula**

Doctoral students must complete a minimum of 103.5 (Psy.D.) or 104.5 (Ph.D.) credits, successfully pass the Clinical Competency Examination, and complete a one-year internship to be eligible for the degree. Courses are taken in general psychology, assessment, intervention, and methodology. Some courses have specific prerequisite requirements that students must meet; these should be checked to ensure compliance. The following pages outline the Psy.D. and Ph.D. curricula.

### **Clinical Training**

Clinical practicums provide students with conceptually and empirically based assessment, intervention, and consultation experiences. Students have the opportunity to review the list of school-approved placements and indicate their preferences. The director of clinical training then makes assignments, taking student preferences into account. Students are required to complete two full years of practicum, usually during their second and third years of residence. Each practicum placement is for 12 months, beginning in late August for most students, but in late May or early June for others. Students are required to meet all clinical obligations, some of which occur on evenings and weekends and during holidays and session breaks. Students' practicum activities are covered by the center's professional liability insurance.

The Clinical Competency Examination must be taken and passed at least 30 days before the end of the fall semester preceding the calendar year of the internship. This oral and written examination evaluates the students' understanding of and skills in assessment and intervention, along with applicable ethical knowledge. Two faculty members appointed by the director of clinical training conduct the examination. A student failing the exam can retake it; a second failure results in automatic dismissal from the doctoral program.

The 2,000 hour predoctoral internship is the culmination of clinical training. Students can apply to any APA-accredited training program in the country. Internship supervisors provide evaluation of the student. Internships typically are salaried positions, and last one calendar year.



## **Research Training**

Psy.D. students complete Directed Study: Research, which provides an opportunity to participate in faculty research or pursue their own interests. It is not intended to demonstrate competency at independently initiating and conducting research. Psy.D. students may enroll in research practicums as an elective.

Ph.D. students are expected to be actively involved in research throughout their graduate training. First they complete a series of four research practicums, which provide the opportunity to sample research under different faculty members or continue under one. Then they plan and conduct research under faculty mentorship, the major paper. The culmination is the Dissertation, defended before a faculty committee as a contribution to the field and of publishable quality.

# Nova Southeastern University Center for Psychological Studies

## Ph.D. Program 2002 Model Curriculum \*

First-Year Fall Semester	Prerequisites	Credits	Third-Year Winter Semester	Prerequisites	Credits
1403 Adult Psychopathology		3	3402 Social-Cognitive and Affective Bases of Behavior		3
1405 Developmental: Child and Adolescent		1.5	3702 Clinical Practicum IV	3701-3	3
1409 Professional Issues and Ethics		3	3704 Supervision IV	3703	1
1411 Conceptual Foundations		1.5	3803 Major Paper	1803-4, 2803-4	1.5
1501 Assessment: Intelligence Testing		3	3805 Multivariate Statistics II with Lab	3804	4
1605 Diversity in Assessment and Intervention		3	Elective		3
1803 Research Practicum I		1			
First-Year Winter Semester			Fourth-Year Fall Semester		
1408 Child and Adolescent Psychopathology	1405	3	Clinical Competency Exam	All required courses plus 6 credits Intervention	
1412 Psychobiology		3		Electives (46XX)	
1502 Assessment: Interviewing		3	5850 Dissertation		6
1610 Adult Intervention I +	1403, 1411, 1605	3	Elective	3803	3
1703 Pre-Practicum I		1			
1804 Research Practicum II		1			
Second-Year Fall Semester			Fourth-Year Winter Semester		
2507 Objective Personality Assessment	1501-2	1.5	5850 Dissertation		6
2509 Behavioral Assessment	1501-2	1.5			
2603 Systems/Family Therapy +		1.5			
2604 Child and Adolescent Intervention +	1408	1.5			
2701 Clinical Practicum I	(All First Year Except 1412)	3			
2703 Supervision I		1			
2803 Research Practicum III		1			
2809 Research Design		3			
Second-Year Winter Semester			Fifth-Year		
2406 Psychopharmacology	1412	1.5	5700 Internship	All course work excluding	2
2511 Projective Personality Assessment	1501-2, 2507-9	3	(1 credit per semester fall and winter)	5850: Dissertation	
2606 Case Conceptualization	1610 or 2603-4, 2701-3	3			
2702 Clinical Practicum II	2701-3	3			
2704 Supervision II	2703	1			
2804 Research Practicum IV		1			
2807 Advanced Statistics		3			
Third-Year Fall Semester			Total Degree Credits		104.5
3701 Clinical Practicum III	2507-9-11; 1610 or 2603/2604, 2606; 2702-4	3	<p>* Required and elective courses may be taken in any semester (including summer) provided prerequisites have been satisfied. Provisions are being made for all students to have a course in Advanced Supervision, Consultation, and Ethics. Details will be provided when available.</p> <p>** For the 9 credits of electives, students admitted into a concentration should follow their concentration's requirements. Additional credits beyond the 102 may be required. However, if there are remaining elective credits, these must be met by taking at least 6 credits of Intervention (46XX) electives. Other students must complete 6 credits of Intervention (46XX) electives and 3 additional credits in any area.</p>		
3703 Supervision III	2704	1			
3803 Major Paper	1803-4, 2803-4	1.5			
3804 Multivariate Statistics I with Lab	2807	4			
Elective **		3			
<p>+ Either 1610 OR 2603/2604 is required. The other 3 credits may be taken for an elective.</p>					

## Nova Southeastern University Center for Psychological Studies

### Psy.D. Program 2002 Model Curriculum \*

First-Year Fall Semester		Prerequisites	Credits	Third-Year Winter Semester		Prerequisites	Credits
1404	Adult Psychopathology		3	3403	Social-Cognitive and Affective Bases of Behavior		3
1406	Developmental: Child and Adolescent		1.5	3702	Clinical Practicum IV	3701-3	3
1410	Professional Issues and Ethics		3	3704	Supervision IV	3703	1
1412	Conceptual Foundations		1.5	5890	Directed Study: Research		2
1502	Assessment: Intelligence Testing		3		Electives		6
1606	Diversity in Assessment and Intervention		3				
First-Year Winter Semester				Fourth-Year Fall Semester			
1408	Child and Adolescent Psychopathology	1405	3		Clinical Competency Exam	All required courses plus 6	
1412	Psychobiology		3		Electives	credits Intervention	
1502	Assessment: Interviewing		3			Electives (46XX)	6
1610	Adult Intervention I	1403, 1411, 1605	3				
1703	Pre-Practicum I		1				
Second-Year Fall Semester				Fourth-Year Winter Semester			
2507	Objective Personality Assessment	1501-2	1.5		Electives		9
2509	Behavioral Assessment	1501-2	1.5				
2603	Systems/Family Therapy		1.5				
2604	Child and Adolescent Intervention	1408	1.5				
2701	Clinical Practicum I	(All First Year Except 1412)	3				
2703	Supervision I		1				
2809	Research Design		3				
Second-Year Winter Semester				Fifth-Year			
2406	Psychopharmacology	1412	1.5	5700	Internship	All course work including	2
2511	Projective Personality Assessment	1501-2, 2507-9	3		(1 credit per semester fall and winter)	5890 Directed Study:	
2606	Case Conceptualization	1610, 2603-4, 2701-3	3			Research	
2702	Clinical Practicum II	2701-3	3				
2704	Supervision II	2703	1				
2806	Intermediate Statistics with Lab +		4				
Third-Year Fall Semester				Total Degree Credits			
**	Intervention II		3				103.5
3501	Integrated Report	2511	3				
3701	Clinical Practicum III	2507-9-11; 2603-4-6; 2702-4	3				
		Co/Pre Req 3501					
3704	Supervision III	2704	1				
5890	Directed Study: Research		2				
	Elective ***		3				
** Students may take 3605 Adult Intervention II or 3606 Systems/Family Therapy II				* Required and elective courses may be taken in any semester (including summer) provided prerequisites have been satisfied. Provisions are being made for all students to have a course in Advanced Supervision, Consultation, and Ethics. Details will be provided when available.			
				+ Students taking 2806 in the summer may take 3402 here.			
				*** For the 24 credits of electives, students admitted into a concentration should follow their concentration's requirements. However, if there are remaining elective credits, these must be met by taking at least 6 credits of Intervention (46XX) electives.			
				Other students must complete 6 credits of Intervention (46XX) electives and 18 additional credits in any area.			

## Doctoral Programs in Clinical Psychology Course Descriptions

### General Required Courses

#### **PSY 1403 Adult Psychopathology (3 credits)**

This course covers descriptive psychopathology and research on the etiology, epidemiology, dynamics and diversity issues of major adult and aged pathologic syndromes. It provides a thorough introduction to *DSM-IV* as a diagnostic tool.

#### **PSY 1405 Developmental: Child and Adolescent (1.5 credits)**

This course covers issues in human development that are especially relevant to children and adolescents, beginning with the earliest aspects of development during the prenatal period and ending with the final phase of transition from adolescence to adulthood. In this course will be selected that focus on normal and accelerated developmental progress, as well as factors that threaten to impede normal development.

#### **PSY 1408 Child and Adolescent Psychopathology (3 credits)**

This course will provide a comprehensive examination of specific disorders and problematic psychological states during childhood and adolescence. An emphasis will be placed on the description, theoretical conceptualization, and etiology of disorders. **Prerequisite: PSY 1405**

#### **PSY 1409 Professional Issues and Ethics (3 credits)**

This course acquaints the student with the extant legal and ethical principles and standards of practice that psychologists have developed for the profession.

#### **PSY 1411 Conceptual Foundations (1.5 credits)**

This course covers history and systems of psychology, including the fundamentals of scientific thinking, its bearing on theory development, the relationship between philosophical and empirical thought, and theoretical models of historical and current significance. It is crucial in introducing the dynamic interplay between theoretical knowledge, as well as how to evaluate evidence that supports or disconfirms theory. Major schools of thought in personality are then used to illustrate the application of these principles. Models covered include psychoanalytic, interpersonal/systems, humanistic/experiential, trait, psychobiological, operant/learning, and social cognitive.

#### **PSY 1412 Psychobiology (3 credits)**

This course covers theory, research, and applications for the following topics: structure, function, and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

#### **PSY 2406 Psychopharmacology (1.5 credits)**

This course covers the basic science, theory, research and clinical applications of psychopharmacology. It promotes the understanding of psychobiological processes in medicated patients and emphasizes the special psychotherapeutic requirements that relate to the currently prevalent combined therapeutic approach. The clinical issues are illustrated by case presentations and the review of the relevant literature. **Prerequisite: PSY 1412**



**PSY 3402 Social-Cognitive and Affective Bases of Behavior (3 credits)**

This course covers current theory and research on cognition, affect, and learning as they occur in integrated social and self-functioning. These include cognition, emotion, attributional styles, self-regulation, person perception, relationships, and clinical reasoning and judgment. In addition, cross-cultural aspects of social, cognitive and affective factors will be examined.

**Assessment Required Courses****PSY 1501 Assessment: Intelligence Testing (3 credits)**

The administration, interpretation, and communication of results of major intelligence tests is the focus of this course. Emphasis is placed on the many aspects of interpretation and report writing.

**PSY 1502 Assessment: Interviewing (3 credits)**

This is a basic course on the theoretical and practical aspects of the clinical assessment interview. Emphasis is placed on development of communication skills, rapport building, evaluation strategies, consideration of diagnostic data, cultural and ethnic diversity, the mental status evaluation, and the ability to organize information in written and oral form.

**PSY 2507 Objective Personality Assessment (1.5 credits)**

This course examines theoretical, conceptual, and methodological issues in objective personality assessment. An emphasis will be placed upon objective personality tests such as the MMPI-2, MMPI-A, 16 PF, Millon's MCMI, and others. **Prerequisites: PSY 1501, PSY 1502**

**PSY 2509 Behavioral Assessment (1.5 credits)**

This course will provide an overview of current strategies and issues in contemporary behavioral assessment. Included will be self-report and monitoring, direct and naturalistic observation of behavior and physiological measurement. Application to a variety of clinical disorders will be addressed and attention directed to collateral factors such as behavioral assets and limitations and environmental supports and restrictions that often have an impact on the client. **Prerequisites: PSY 1501, PSY 1502**

**PSY 2511 Projective Personality Assessment (3 credits)**

This course will provide an introduction to the theory, administration, scoring and interpretation of the major projective assessment measures including the Rorschach, TAT, sentence completion, and figure drawings. The specific value of the projective measures and associated research findings will be discussed. The student will also receive an introduction to integrating assessment materials for the purpose of writing psychological test reports. **Prerequisites: PSY 1501, PSY 1502, PSY 2507, PSY 2509**

**PSY 3501 Integrated Report (3 credits, Psy.D. only)**

The primary goal of this course is to help the student write a well-integrated and meaningful psychological report. Starting with basic data obtained from a well-balanced battery of tests and other sources, which may include interviews and developmental and social histories, the student is guided through the process of clinical inference, learning to examine and analyze the data, formulate integrative hypotheses, and generate a synthesized, integrated and meaningful psychological report. **Prerequisite: PSY 2511**

## **Intervention Required Courses**

### **PSY 1605 Diversity in Assessment and Intervention (3 credits)**

This course covers diversity issues and their implications for assessment and intervention. Specifically, it considers the psychological impact of gender, race, ethnicity, culture, religious preference, socioeconomic status, sexual orientation, and able-bodiedness. It includes exploration of common stereotypes and their impact on therapy. This course also includes an examination of innovative assessment methods for clients of diverse backgrounds.

### **PSY 1610 Adult Intervention I (3 credits)**

This course covers primary approaches to treating adult clinical problems, with emphasis on treating adult Axis I disorders. Interventions with strong empirical and theoretical support are emphasized; relationship factors are also addressed. development of treatment interventions based on a wide range of conceptual models is highlighted. **Prerequisites:** PSY 1403, PSY 1411, PSY 1605

### **PSY 2603 Systems/Family Therapy (1.5 credits)**

This course will cover systems theory with emphasis on applications to marital and family therapy. General systems theory, and conceptualizations from such schools as the Bowenian, Structural, and Strategic will be considered.

### **PSY 2604 Child and Adolescent Intervention (1.5 credits)**

This course covers current intervention strategies for children and adolescents. Application of theory, methods, and current research in this area will be reviewed. **Prerequisite:** PSY 1408

### **PSY 2606 Case Conceptualization (3 credits)**

This course addresses the processes of conceptualizing case material from diverse theoretical models and translating these conceptualizations into effective treatment strategies. Video- and/or audiotaped clinical interviews, and written and/or orally presented case histories are used in class to demonstrate and provide practice in case conceptualization skills. **Prerequisites:** Ph.D. - PSY 1610 or PSY 2603/ PSY 2604, PSY 2701, PSY 2703; Psy.D. – PSY 1610, PSY 2603, PSY 2604, PSY 2701, PSY 2703

### **PSY 3605 Adult Intervention II (3 credits)**

This course covers primary approaches to treating Axis II disorders in adults. Problems covered include narcissistic, borderline, antisocial, and dependent personality disorders. Interventions with solid empirical and theoretical support are highlighted. **Prerequisites:** PSY 1610, PSY 2511, PSY 2606

### **PSY 3606 Systems/Family Therapy II (3 credits)**

This course will explore family-of-origin issues and multigenerational processes as well as their influences on couples' relationships. Students will learn to apply family methods to specific problem areas such as divorce, parenting, chronic illness, phobias, suicide, etc. **Prerequisite:** 2603



## **Practicum and Internship Required**

### **PSY 1703 Pre-Practicum I (1 credit)**

This course will expose students to a variety of client populations and will provide some introductory experiences in a therapeutic context. The course is designed to allow students an opportunity to observe clinical psychology in practice prior to their being required to assume an active therapeutic role.

### **PSY 2701 Clinical Practicum I (3 credits)**

The student is required to spend a minimum of 10 hours per week for 12 months at a selected agency(s). In this course the student is to acquire competency in the areas of interview and assessment, psychological testing, and psychotherapy. **Prerequisites: Ph.D. - All first year courses except PSY 1412, PSY 1803, PSY 1804; Psy.D. - All first year courses except PSY 1412**

### **PSY 2702 Clinical Practicum II (3 credits)**

See description for PSY 2701 Clinical Practicum I. **Prerequisites: PSY 2701, PSY 2703**

### **PSY 2703 Supervision I (1 credit)**

The student is required to spend approximately one hour face-to-face with a faculty member in an individual or small group format. The student is expected to present case material and be prepared to discuss cases each week. Tapes of therapy sessions may be required.

### **PSY 2704 Supervision II (1 credit)**

See description for PSY 2703 Supervision I. **Prerequisite: PSY 2703**

### **PSY 3701 Clinical Practicum III (3 credits)**

The student is required to spend a minimum of 15 hours per week for 12 months at a selected agency(s). **Prerequisites: Ph.D. - PSY 2507, PSY 2509, PSY 2511, PSY 1610 or PSY 2603/2604, PSY 2606, PSY 2702, PSY 2704; Psy.D. - Co/prerequisite: PSY 3501, PSY 2507, PSY 2509, PSY 2511, PSY 2603, PSY 2604, PSY 2606, PSY 2702, PSY 2704**

### **PSY 3702 Clinical Practicum IV (3 credits)**

See description for PSY 3701 Clinical Practicum III. **Prerequisites: PSY 3701, PSY 3703**

### **PSY 3703 Supervision III (1 credit)**

See description for PSY 2704 Supervision II. **Prerequisite: PSY 2704**

### **PSY 3704 Supervision IV (1 credit)**

See description for PSY 3703 Supervision III. **Prerequisite: PSY 3703**

### **PSY 5700 Internship (2 credits)**

The student is required to complete an internship, covering a 50-week period of 2,000 hours. The internship site must be accredited by the American Psychological Association or be a member of the Association of Psychology Internship Centers. **Prerequisites: All course work**

## **Methodology, Research, and Dissertation Required**

### **PSY 1803 Research Practicum I (1 credit, Ph.D. only)**

**Practica** require students to participate in ongoing research activity with a faculty member. **Objectives** include ability to critically review literature, to abstract salient points from literature and **present** them cogently, to summarize conceptual and methodological issues in the literature, to **formulate** a research problem derived from the literature, to derive research hypotheses from **research** questions, to develop a research methodology, to test stated hypotheses, to implement **research** methodology, to analyze and interpret data, and to write research in APA style. Student may **continue** with current faculty supervisor or with a new one. Change in supervisor must be cleared with **the** Academic Affairs Office.

### **PSY 1804 Research Practicum II (1 credit, Ph.D. only)**

See **description** for PSY 1803 Research Practicum I.

### **PSY 2803 Research Practicum III (1 credit, Ph.D. only)**

See **description** for PSY 1803 Research Practicum I.

### **PSY 2804 Research Practicum IV (1 credit, Ph.D. only)**

See **description** for PSY 1803 Research Practicum I.

### **PSY 2806 Intermediate Statistics With Lab (4 credits, Psy.D. only)**

This **course** covers basic inferential and descriptive statistics to proficiency. Multivariate statistics is **taught** from a consumer perspective. A computer lab is included.

### **PSY 2807 Advanced Statistics (3 credits, Ph.D. only)**

This **course** will focus on analysis of variance strategies for analyzing data from experimental and quasi-experimental designs. Topics covered include completely randomized designs, randomized block designs, repeated measures designs, hierarchical designs, and analysis of covariance designs. Planned and post-hoc comparisons will be addressed throughout.

### **PSY 2809 Research Design (3 credits)**

The focus of this course is research methodology and scientific thinking. It covers basic experimental designs (between and within groups), single subject experiments, group experimental designs, non-experimental designs (correlational research, case studies, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized throughout.

### **PSY 3803 Major Paper (3 credits, Ph.D. only)**

This course requires the student to design and implement an original research project. It requires a prospectus at enrollment and a written final research report of results. To be eligible for internship application, the major paper must be completed by the end of Summer Session I and the faculty supervisor must submit a grade by the end of Summer Session II. **Prerequisites:** PSY 1803, PSY 1804, PSY 2803, PSY 2804



**PSY 3804 Multivariate Statistics I With Lab (4 credits, Ph.D. only)**

This course focuses on multivariate statistical analyses through a detailed exploration of bivariate and multivariate regression and correlation. Other multivariate procedures such as canonical correlation will also be introduced. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. **Prerequisite: PSY 2807**

**PSY 3805 Multivariate Statistics II With Lab (4 credits, Ph.D. only)**

This course is a continuation of the content of Multivariate Statistics I and will include such topics as MANOVA and MANCOVA, classification and discrimination, and factor analytic methodology. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. **Prerequisite: PSY 3804**

**PSY 5850 Dissertation (12 credits, Ph.D. only)**

The dissertation requires the design and implementation of an original significant research project. Upon enrollment, the student will submit a prospectus to the Office of Academic Affairs describing the study. Upon securing a committee, it must be submitted to the dean's office for approval. The student must orally defend the proposal and final product. A public presentation of research results in colloquium format is also required following the final dissertation defense. Bound copies of the approved dissertation must be submitted to the Office of the Dean and the University Library. Registration is minimally for two semesters. **Prerequisite: PSY 3803**

**PSY 5851 Continuing Dissertation (1 credit, Ph.D. only)**

Continuation of PSY 5850 Dissertation.

**PSY 5890 Directed Study: Research (4 credits, Psy.D. only)**

The Directed Study: Research will be under the direction of one faculty member. Upon enrollment, the student will submit a prospectus to the Office of Academic Affairs, describing the planned study. Content of the study can be an empirical study, part of a larger study, a critical literature review, case study, or other professional activity/product. A scholarly paper will be required as a final product, submitted by the student to the supervising faculty member. Upon completion, a copy of the directed study and a Research Completion Form will be submitted to the Office of the Dean. To be eligible for internship application, the Directed Study: Research must be completed by the end of Summer Session I and the faculty supervisor must submit a grade, Research Completion Form, and abstract by the end of Summer Session II.

**General Elective Courses****PSY 4401 Clinical Neuropsychology (3 credits)**

The study of the relationship between brain function and behavior. Major topics include: anatomy and physiology of the human brain, behavioral functions associated with the cerebral hemispheres and lobes, neurobehavioral presentations of common neurologic and psychiatric conditions, administration and interpretation of major neuropsychological test batteries, and diagnostic examination for brain dysfunction. **Prerequisite: PSY 1412 (Mittenberg)**

**PSY 4405 Clinical Neuroanatomy (3 credits)**

The understanding of the anatomical organization of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of

neuroanatomy that will aid in neuropsychological assessment and research. Topics will include the development, structure, and function of the human nervous system, neuroanatomical correlates of behavior, and the anatomical substrates of neuropathology. **Prerequisite: PSY 1412 (Burns)**

**PSY 4406 Behavioral Neuropathology (3 credits)**

This course is designed to provide an introduction to neuropathology. The understanding of the major diseases and disorders of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuropathology that will aid in neuropsychological assessment and research. Topics will include the development of structural and chemical dysfunction of the human nervous system, neuroanatomical correlates of dysfunction, and the anatomical substrates of neuropathology. **Prerequisite: PSY 1412 (Burns)**

**PSY 4409 Pediatric Psychology (3 credits)**

The purpose of this course is to provide the student with a comprehensive overview of the field of pediatric psychology. Students will be taught the various roles of a pediatric psychologist functioning within the medical environment and the interface between psychological and medical services and systems. Also, a significant proportion of the course will address the assessment and treatment of children who have psychological and adjustment difficulties due to a chronic, acute, and/or genetic medical diagnosis, and the relevant medical intervention. **Prerequisite: PSY 1408 (Faust)**

**PSY 4410 Psychology in Fiction (3 credits)**

This course is about psychology, i.e., human experience, as told by fiction writers. By studying selected works, portions of truth about human behavior are sampled. Class discussions focus on this truth. Students are helped to experience vicariously different portions of the human condition, become more empathic with people whose experiences are different from their own, refine skills of observing and influencing behavior, and internalize values significant in our work as therapists. (May)

**PSY 4418 Forensic Psychology: Criminal Law (3 credits)**

This course will cover topics dealing with the interaction of psychology and criminal law. Topics to be covered include: insanity, competency to stand trial, clinical assessment of dangerousness, delinquency, and the evaluation of malingering. (Bourg Carter, Brannon)

**PSY 4419 Forensic Psychology: Family Law 3 (cr.)**

Basic principles in concepts of forensic psychology; the relationship between juvenile and family law and the scientific study of human behavior. Emphasis will also be given to areas of child physical and sexual abuse and domestic violence. There will be a critical review of pertinent literature. Special attention will be on the legal-ethical issues in evaluation, treatment, and research in family and juvenile law. (Walker)

**PSY 4420 Police Psychology (3 credits)**

Police psychology is an emergent specialty area in professional psychology. The role of a police psychologist is complex. This course is designed to provide didactic training for consultation within law enforcement. Specific topical areas will include: consultant vs. in-house staff, pre-employment assessment, fitness-for-duty evaluation, critical incident stress debriefing, hostage negotiation, and psychological profiling. (Van Hasselt)

**PSY 4421 Skills in Clinical Supervision and Consultation (3 credits)**

This course surveys the recent work on supervision and the supervisory process. Theoretical models of supervision (including the developmental models), issues of gender and diversity, countertransference, and parallel process are viewed from a current literature standpoint. The development and role of the supervisor in supervision is highlighted. Other factors affecting the supervisory experience including the selection of patients to present, the choice of supervisor, ethical and legal issues, and reporting are also discussed. Current convergent and divergent views are then summarized. The role of the psychologist as consultant will also be addressed. (Lane)

**PSY 4424 The Business of Psychology (3 credits)**

This course will introduce students to the business of psychology. Issues related to private practice, employment, program development, and implementation will be presented. Specific topics will include: developing a private practice, surviving in a changing marketplace, establishing fees, coding and reimbursement, negotiating employment contracts, and development and implementation of psychological service units. (Brock)

**PSY 4432 Concepts and Issues in Substance Abuse (3 credits)**

This course provides a foundation for understanding clinical efforts aimed at the prevention and treatment of substance use problems. It examines major perspectives on the nature and etiology of substance use problems, and how those perspectives translate into social actions and clinical practices. Explanations of substance use and abuse are presented as exemplifying lay and scientific views of abnormal behavior. (M. Sobell)

**PSY 4441 Object Relations Theories (3 credits)**

The primary objective of this course is to trace back the origin and subsequent development from the work of Freud through the growth of both British and American object relations theorists. (Quintar)

**PSY 4449 Introduction to Forensic Psychology (3 credits)**

This is a survey course designed to provide students with a knowledge of psychology that can be used to provide assistance in the law. It will deal with both practical and research applications in clinical and social-cognitive psychology. Some topics will include admissibility of psychologists in the courts to provide expert witness testimony; assessment of various mental states to meet legal requirements for competency; insanity; abuse syndromes and other psychological harm; ethical guidelines for forensic psychologists; working with police and others in the criminal justice system; and child custody and dependency issues. The legal system will be reviewed, as will the ability to conduct legal research. (D. Shapiro, Walker)

**PSY 4450 Forensic Psychology: Special Issues (3 credits)**

This course covers current special issues through the study of various cases in the particular area of psychology and the law. Each year that the course is offered, the topics and cases chosen for study may change depending on what is current in the courts, in psychology, and in the news. (Walker)

**PSY 4460 Basic Anatomy and Pathophysiology (3 credits)**

This course is designed for students of clinical health psychology to gain a physiologic understanding of disease processes. Cellular physiology, neuro-pathology, immunology, cardiovascular, respiratory, gastrointestinal, musculo-skeletal, and endocrine physiology as well as pertinent disorders in each area will be studied. (Gonzalez)



**PSY 4481 Community Psychology with the Seriously Mentally Ill (3 credits)**

This course covers a variety of topics relevant to psychologists specializing in long term mental illness. The focus will be on developing skills in areas including qualitative research, supervision, consultation, administration, advocacy and public policy, program development, grant writing and teaching/workshop planning. Guest speakers, field trips and clinical exercises will augment class lectures. (Lambert)

**PSY 4482 Consultative Psychopharmacology (3 credits)**

This course in advanced psychopharmacology emphasizes the selection and coordination of appropriate pharmacological treatments for specific psychological disorders. It focuses on the consultation function of psychologists with non-psychiatric medical personnel. **Pre-requisite: PSY 2406** (Rey)

**PSY 4491 Professional and Ethical Issues in Health Psychology/Medical Rounds (3 credits)**

This course is designed to introduce students to professional and ethical issues in the field of Clinical Health Psychology. The course includes a field-based experience intended to provide students with an opportunity to participate in interdisciplinary rounds in medical settings. The field-based aspect of the course will require that the students spend approximately 20 hours observing medical rounds. Classroom-based work will focus on practical, professional, and ethical issues specifically related to the practice of health psychology. Relevant issues arising in the field-based experience will also be discussed in class. (Fins)

**PSY 4501 Advanced Clinical Neuropsychology (3 credits)**

Intensive study of specialized methods of neuropsychological assessment as they apply to the recognition of central nervous system disorders. Examination results are presented and discussed in a case conference format. Topics include: administration and interpretation of the Luria-Nebraska Neuropsychological Battery, selection and interpretation of flexible batteries, functional systems of the brain, and profession issues. **Prerequisite: PSY 4401** (Golden, Mittenberg)

**PSY 4503 MMPI (3 credits)**

The MMPI, MMPI-2, and MMPI-A are the most widely used clinical instruments, and the most widely used personality test. More than 15,000 research studies have been published using the test, and 1,000 specialized research scales have been developed. The course is intended to help the advanced student become more familiar with clinical interpretation of the MMPIs. We will also examine its various forms and the utility of specialized scales. In addition, we will explore its usefulness in conjunction with other instruments, such as the MCMI. **Prerequisite: PSY 2507** (Dorfman)

**PSY 4515 Child and Adolescent Neuropsychological Assessment (3 credits)**

This course is designed to provide an introduction to developmental neuroanatomy, and developmental neuropsychological research and theory in the neuropsychological assessment of children. Cases of acute brain trauma, chronic brain injury, communicative disorders, learning disabilities, brain disease, sensory-motor handicaps, and seizure disorders will be presented to demonstrate the behavioral effects of these conditions. **Prerequisite: PSY 1412** (Burns)

**PSY 4517 Neuropsychology Case Analysis (3 credits)**

This course will cover the interpretation of batteries of neuropsychological tests that reflect classic conditions such as open and closed-head trauma, stroke, dementia, tumor, anoxia, carbon monoxide



poisoning, Parkinson's disease, and other common conditions seen in adult acute hospital settings. The class will involve analysis of cases presented in the literature, as well as cases presented by the students. **Prerequisite: PSY 4401, 4406, 4501 (Golden)**

**PSY 4520 Child Sexual Abuse Assessment (3 credits)**

The purpose of this course is to provide the student with state-of-the-art knowledge and the tools necessary to properly assess the validity of allegations of CSA, and to assess the psychological impact of CSA on known victims. **Prerequisites: PSY 1405, PSY 1408, PSY 1502 (Reed)**

**PSY 4525 Assessment of Culturally Diverse Clients (3 credits)**

This course involves a critical review of traditional assessment methods and instruments when used to measure the intelligence and aptitudes of those persons who differ markedly from the social and cultural norms. It will demonstrate the counterproductive pitfalls in the application of such techniques when used to label ethnic minorities and underprivileged clients. Students will learn to use and apply alternative methods. The theoretical and practical innovations of dynamic assessment will be analyzed. **Prerequisite: PSY 1605 (Lewis, Samuda)**

**PSY 4526 Learning Potential Assessment and Instruction (3 credits)**

This course will include specific training in the concepts and application of Feuerstein's methods for assessing potential in culturally different clients and students and in enhancing their learning by means of remedial programs of instrumental enrichment. **Prerequisite: PSY 1605 (Lewis, Samuda)**

**PSY 4550 Analytic Approaches to Assessment (3 credits)**

Frequently used projective tests from the test battery (Rorschach, TAT, SC, Bender, and DAP) will be examined from a psychoanalytic viewpoint. Test protocols will be reviewed and analyzed with similar content from different tests pointed out. How to structure will be accentuated. Report writing stressing the principal conflict, and showing how conceptualization of a case begins with the patient's initial response and builds from this impression, reinforcing or offering new ideas, will be demonstrated. The work of a number of outstanding authors will be examined from a conflict/defense orientation. Organization, synthesization and integration of material will be highlighted. **Prerequisite: PSY 2511 (Lane)**

**PSY 4560 Forensic Assessment (3 credits)**

This course is designed to teach the basic principles and concepts of forensic psychology as it relates to assessment. Students will be instructed in the basic areas of forensic assessment, including how to approach a forensic assessment case, ethical guidelines associated with forensic assessment, how to prepare a forensic assessment report, and how to testify as an expert witness. The class will focus on a variety of general psychological tests used in forensic assessment, such as the MMPI-2, MCMI-III, Wechsler Scales, and Rorschach. In addition, the use of these tests in particular forensic contexts, such as the MMPI-2 in child custody cases and the Wechsler Scales in criminal competency cases, will be discussed. Finally, specialized tests that can be used in forensic evaluations, such as the Trauma Symptom Inventory (TSI), Parenting Stress Index (PSI), and the Hare Psychopathy Checklist-Revised (PCL-R) will be covered. **Prerequisites: PSY 1501, PSY 1502, PSY 2507 (Bourg Carter, Brannon, D. Shapiro)**

## **Intervention Elective Courses**

### **PSY 4603 Play Therapy (3 credits)**

The purpose of this course is to delineate the various theoretical and practical approaches to play therapy. Conducted in a seminar fashion, class sessions will involve the discussion and instruction of theory, methods of intervention, and the special therapy issues. Additionally, an applied clinical approach will also be emphasized via student play therapy case presentations. **Prerequisite:** PSY 1408 (Faust)

### **PSY 4607 Group Theory and Processes (3 credits)**

Group process provides an introduction to the theories and research pertaining to small group behavior. Experiencing group dynamics first hand and processing these experiences provide opportunities to become familiar with factors which influence behavior in small groups. (Fehr, Gordon, May)

### **PSY 4608 Advanced Group Theory and Processes (3 credits)**

This course continues the student's training and experience in group psychotherapy. It is primarily focused on group-leader facilitation, empathy, sensitivity, lessening of prejudicial judgment as it relates to the many hues of human experience and behavior, and anxiety reduction with multiple-client interactions. A paper is required summarizing what was learned about group process and being a group member and leader. **Prerequisite:** PSY 4607 (Fehr)

### **PSY 4610 Human Sexuality and Sex Therapy (3 credits)**

Addresses topics in the area of human sexuality and sexual functioning from several perspectives, such as historical, biological, psychosocial, behavioral and clinical intervention. Various approaches to conducting sex therapy will be presented as well. (Kaikobad, Moragne)

### **PSY 4612 Therapy with HIV/AIDS Patients (3 credits)**

The objective of this course is to have students become thoroughly familiar with psychosocial, medical, and legal aspects of HIV, as well as to examine their own feelings as therapists dealing with people infected with HIV. (Fins)

### **PSY 4614 Interventions in Depression (3 credits)**

This course will cover the assessment, diagnosis, and treatment of mood disorders. Available literature on treatment outcome studies will be reviewed. The course will focus on actual treatment applications of depressed patients. Treatment modalities will include cognitive/behavioral therapy, interpersonal psychotherapy, and group approaches. Students must be in practicum and should expect to demonstrate some direct patient experience with the interventions studied. (Orvaschel)

### **SY 4617 Ericksonian Hypnosis and Therapy (3 credits)**

Basic skills of Ericksonian hypnosis (e.g., indirect methods of induction, utilization techniques) and therapy (e.g., use of metaphors, expectation sets, paradoxical interventions) will be taught through Erickson's writings, lecture and class discussion, in-class demonstrations and exercises, and videotaped demonstrations. (Gold)

### **PSY 4618 Clinical Applications of Hypnosis (3 credits)**

This course is intended to familiarize students with both research issues and clinical applications of hypnosis. Such topics as the nature of hypnosis; physiological and psychological manifestations of hypnosis; the effects of hypnosis on physical, cognitive, and intellectual performance; applications

of hypnosis to psychosomatic disorders; hypnotic amnesia; and applications of hypnosis to a variety of clinical and addictive disorders will be examined. The second phase of the course will provide students with experience in hypnotic inductions and in the use of Hypnotic Susceptibility Scales. (DePiano)

**PSY 4624 Cognitive Behavioral Treatment of Anxiety (3 credits)**

This "hands-on" course uses a detailed case approach to assessing and treating anxiety disorders in both adults and children. Common cognitive-behavioral interventions including systematic desensitization, in vivo exposure, coping self-statement training, etc. will be reviewed, as well as assessment and diagnostic methods (i.e., interviews, BATs, self-report measures, etc.). Classes primarily will include didactic discussions and "lab" exercises. **Prerequisite: Practicum**

**PSY 4628 Clinical Biofeedback (3 credits)**

This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrating biofeedback with general psychotherapeutic processes for children and adults. Diagnostic categories include general anxiety disorders, simple phobia, and muscular disorders, cardiovascular and gastrointestinal disorders, chronic and acute pain conditions, sexual disorders, and autonomic dysregulation disorders. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences. (Montgomery)

**PSY 4629 Health Psychology (3 credits)**

This course seeks to define the field of Health Psychology, and provides a conceptual overview of current assessment and treatment models. Emphasis is placed on the interrelationships among affective responses, recurrent behavior patterns, and organ system performance. Intervention strategies directed at lifestyle, as well as specific behavior changes, are highlighted. (Fins, Kelleher)

**PSY 4630 Existential Therapy (3 credits)**

Contemporary existential issues are explored as they affect both client and therapist in psychotherapy. How existential views complement other theoretical orientations, affect the therapist/client relationship, and lead to implementation of treatment strategies, are of particular interest and focus. (May)

**PSY 4631 Humanistic Therapy (3 credits)**

This course is a practitioner-oriented exploration of theories and practices of humanistic psychotherapy, including Rogers' person-centered, Bugental's existential-analytic, Mahrer's experiential, and Rollo May's approaches. Theoretical bases for psychotherapy, the therapist as a person, core therapeutic conditions, and the therapy relationship receive major emphasis. (May)

**PSY 4632 Interpersonal/Systems Approaches to Therapy (3 credits)**

An overview of a range of perspectives and treatment approaches (e.g. Sullivanian, family systems, strategic intervention, Ericksonian, Langian) that have in common an emphasis on the role of interpersonal, social, cultural, and political forces in their conceptualization of and response to psychological problems. Conducted in a seminar format, class meetings will consist of a discussion of concepts, issues, and intervention strategies covered in readings, videotapes, and case presentations. (Gold)

**PSY 4634 Psychodynamic Psychotherapy in Practice (3 credits)**

The focus of this seminar is the communicative process in psychotherapy. The student will not only attend to the manifest content of the patient's communication, but will also learn to hear and



understand the latent (unconscious) message. In order to accomplish this goal each student must develop a working knowledge of Lang's text: *A Primer of Psychotherapy*, or Lang's *Psychotherapy: A basic text*. The first several sessions will be devoted to this task. Students are required to tape some sessions of interesting, difficult, or troublesome cases for classroom presentation. **Prerequisite: Students must have cases for discussion** (Lane, Shapiro)

#### **PSY 4635 Psychodynamic Therapy I (3 credits)**

This introductory course is designed to familiarize students with the basic concepts, range, scope, and limitations of psychoanalytic psychotherapy as a treatment modality. It is anticipated that by the end of this course, the student will have acquired the basic concepts necessary to have a fuller appreciation of this therapeutic approach. **Prerequisite: PSY 1610 or 2603** (Quintar)

#### **PSY 4636 Psychodynamic Therapy II: Classic and Ego (3 credits)**

This course explains in depth the concepts of transference and countertransference, starting with the seminal work of Sigmund Freud in 1912 to the current time. **Prerequisite: PSY 4635** (Quintar)

#### **PSY 4637 Psychodynamic Treatment Approach to Family and Group (3 credits)**

This course introduces the student to a dynamic approach to family and group psychotherapy. The approaches of the leading family and group therapists will be presented and compared. Students will become familiar with the basic concepts of both family and group therapy, how to conceptualize case material, and the factors that influence family and group dynamics. These will include the therapist-client relationship, major family and group resistances, transference and countertransference. Assessment techniques and intervention strategies with an emphasis on dynamic case analysis will be highlighted. (Gonzalez)

#### **PSY 4638 Narcissistic and Borderline Disorders (3 credits)**

The main objective of this course is to explore systematically the clinical pictures, the therapeutic techniques, and the developmental theories of both the borderline and narcissistic personality disorders. **Prerequisite: PSY 4635** (Quintar)

#### **PSY 4640 Special Problems in Psychotherapy (3 credits)**

This course is open to advanced students who are carrying patients in treatment. Clinical material will be used throughout the course. The following areas will be pursued: setting the stage for psychotherapy; establishing the frame; early trauma; self-disclosure; special events, extra-therapeutic contact; negativity; the revenge motive; handling dreams and fantasy; the metaphor and other poetic diction; and the erotic transference and countertransference. (Lane)

#### **PSY 4642 Self-Psychology (3 credits)**

The purpose of this course is to acquaint students with the theoretical background and practical application of self-psychology. Class will be devoted to discussion of readings and case presentation. **Prerequisite: PSY 4635** (Quintar)

#### **PSY 4644 Psychoanalytic Concepts (3 credits)**

This course will offer a survey of concepts and theory of psychoanalysis and review their application within the psychoanalytic situation. The first part of each session will be devoted to theory and technique, while the second part of each session will focus on the practical or clinical application of theory. It is expected that students will participate actively in class discussions, as well as contribute to the clinical section of each session. Each student will be expected to present case material relevant to the subject being discussed. In addition, some written assignments may be given. There will be no examination in this class. **Prerequisite: PSY 3701** (Lane)



**PSY 4646 The Use of Dreams in Psychotherapy (3 credits)**

This course will deal with Freud's theory from the *Interpretation of Dreams* brought up to date to accommodate weekly and brief/time-limited psychotherapy. The concept of "dream work", as well as the function, value, and language of the dream will be discussed. Additionally, the significance of the first or initial dream, the interpersonal/communicative function, and intrapsychic aspects of the dream will be explored. The dream in psychopathology, the biology of dreaming, and adaptive aspects of the dream will also be addressed. **Prerequisite: PSY 1610 (Lane)**

**PSY 4647 Psychodynamic Treatment of Affective Disorders (3 credits)**

This course is designed to familiarize students with the genesis, development, and treatment of affective disorders. Topics covered include anxiety reactions, depression and mania, and allied disorders. The mechanisms, dynamics and process of depression, despair, loneliness, self-destructive behavior, boredom, apathy, enthusiasm, and related conditions will be reviewed critically. Throughout, the students will be helped to understand the impact of resistance, transference, and countertransference issues in treating affective disorders. The contributions of psychopharmacological drugs to the treatment of the affective disorders will also be discussed. **Prerequisite: PSY 4635 (Quintar)**

**PSY 4650 Crisis Intervention (3 credits)**

This course will consist of an overview of crisis intervention, including differing approaches and techniques for this type of work. Specific topics will include working with the suicidal client, coping with grief, divorce, adolescent issues, victimization, aging and illness. Community resources available for crisis intervention and the process of involuntary commitment will also be covered. **Prerequisite: PSY 1502 (Samuda)**

**PSY 4651 Seminar in Eclectic Psychotherapy (3 credits)**

Eclecticism refers to the method or practice of choosing what seems best or most likely to have therapeutic benefit for a client/patient from the variety of available systems, methods, and techniques. In order to help develop skills in thinking and application to foster an eclectic orientation, this course will lean heavily on case histories. Students will read, present, and discuss cases from modern therapists and from their own clinical experiences (e.g., practicum). In addition to the wealth of knowledge gleaned from analysis of these cases, students will develop intervention strategies based on recent trends in theory and technique. In addition, current psychotherapy literature and films will be critically examined. **Prerequisite: PSY 2606 (Schneider)**

**PSY 4659 Advanced Cross-Cultural Counseling (3 credits)**

This course is designed to explore advanced issues related to the counseling and assessment of culturally diverse clients. Skills will be developed through the use of critical incident analysis and case study conceptualization. Students will be required to construct a case study, read weekly assignments and participate in critical-incident analysis. **Prerequisite: PSY 1605 (Lewis, Samuda)**

**PSY 4662 Post-Traumatic Stress Disorders (3 credits)**

This course surveys the history, research, and treatment approaches of post-traumatic stress disorder in its many manifestations, including post-combat syndromes, natural disaster survivors, occupational critical incidents, and victims of crime, sexual abuse, or accidents. **Prerequisite: PSY 1403 (Kaikobad)**



### **PSY 4663 Counseling in Terminal Care (3 credits)**

This course will provide an integrated model for counseling the terminally ill that will include the patient, the family, and social system. It will acquaint students with both a humanistic and a cognitive-behavioral thanatology. The needs of therapists dealing with the stresses of terminal care will also be addressed. (Maxwell)

### **PSY 4666 Neurorehabilitation (3 credits)**

Rehabilitation neuropsychology will cover the role of the neuropsychologist in the comprehensive treatment of the acute and chronic brain-injured clients. The course will examine the interdisciplinary nature of the rehabilitation process, as well as the unique roles of each discipline. Using a Lurian model of rehabilitation, the role of the neuropsychologist will be identified from acute injuries through long-term care. Clinical techniques and issues will be identified at each level of care, relating to the treatment of the client as well as the treatment of family and significant others. The current scientific basis of cognitive and behavioral interventions will be explored as well. (Golden)

### **PSY 4668 Assessment and Treatment of Substance Abuse (3 credits)**

This course is intended for students who want to learn how to assess and treat individuals with alcohol and other drug problems, and also for students who will encounter patients with dual disorders. The likelihood of working with patients who have dual disorders is quite high in any general mental health setting. Students will learn a variety of assessment and treatment strategies for dealing with individuals with alcohol and drug problems, ranging from the use of screening techniques and brief interventions to dealing with cases of serious psychiatric comorbidity. A variety of assessment instruments and procedures will be presented with a focus on helping students identify methods with clinical utility. Students will also be taught the use of motivational interviewing skills for assessment, treatment planning, and goal setting. The conduct of group therapy with substance abusers will also be discussed. (L. Sobell)

### **PSY 4670 Short Term Therapy (3 credits)**

This course will review the history and development of time-limits therapies and survey different approaches, including brief dynamic therapy, cognitive therapies, solution-oriented models and others. New developments in brief treatment will be covered, including managed care models and "HMO therapy." (Kominars, Samuda)

### **PSY 4671 Psychotherapy with Lesbians and Gay Men (3 credits)**

Lesbians and gay men in psychotherapy present to the clinician issues that are unique to this population. The goal of this course is to make the student aware, sensitive, and knowledgeable of these salient issues in order to work more effectively using gay affirmative psychotherapy technique in treating gay men, lesbians, and their family members. These issues will be viewed through a developmental perspective, i.e., counseling gay adolescents, adults, couples, and the aging. The course design is an interactive approach using panel presentations, current research, case studies and role playing in a small class atmosphere. Students have the opportunity to volunteer at the Gay and Lesbian Community Center using gay affirmative and brief psychotherapy techniques. Group supervision is provided as part of the course. (Kominars)

### **PSY 4673 Interpersonal Violence (3 credits)**

The purpose of this seminar is to examine current strategies and issues in clinical research and treatment with disparate forms of interpersonal violence with an emphasis on perpetrators of these acts. Some of these will include: spouse abuse, child maltreatment, incest, (nonfamilial) sexual assault of children and adults, homicide, and serial rape and murder. Within each area, empirically

based approaches to assessment, prevention, and treatment will be discussed. Etiologic and maintaining factors for the various types of violence, and psychological profiling procedures with selected subtypes of violent offenders, also will be covered. (Van Hasselt)

**PSY 4674 Gender Issues in Psychotherapy (3 credits)**

This course will focus on gender-related issues in the psychological treatment of both men and women. Topics include: the psychology of women/men, gender stereotypes, gender-related issues in treating dysfunctions prevalent to women, and treatment of problems that are unique to women and to men. Theory and research regarding traditional therapies such as psychodynamic and behavioral approaches and alternative interventions such as feminist therapy will be reviewed. Students will engage in an in-depth exploration of a gender-focused psychological treatment. Gender issues will be examined in a small-class atmosphere to promote sensitivity to gender biases. (Wolf)

**PSY 4679 Abuse, Trauma, and Dissociation (3 credits)**

This course will provide a comprehensive survey of knowledge and skills required to treat adult survivors of childhood abuse. Identification and treatment of complex post-traumatic stress disorder, the spectrum of dissociative disorders, and the pervasive impact on personality functioning of long-standing abuse in childhood will comprise the central focus of the course. **Prerequisite: PSY 1403 (Gold)**

**PSY 4681 Chronic Pain/Illness Management (3 credits)**

This course will cover the conceptual model and the particular psychological assessment and intervention methods that have been found to be effective in work with those experiencing chronic pain and/or illness. Emphasis will be on assisting individuals with chronic pain/illness to minimize the impact it is having on their mood, lifestyle, productivity, recreational activity, family and social relationships. The focus will include managing with such clinical examples of chronic pain/illness conditions as: tension and migraine headaches, back pain, temporomandibular disorder, diabetes, Parkinson's disease, and chronic obstructive pulmonary disease. Consideration will be given to care delivered as part of an interdisciplinary treatment team as well as in psychoeducational group and individual treatment settings. Opportunities will be provided for supervised peer practice with the recommended interventions. (Kelleher)

**PSY 4682 Treatment of Serious Mental Illness (3 credits)**

This course will cover the history and current practice of treatment of serious mental illness. Special focus will be placed on the role of psychological interventions in the cure of this population. The increasingly active role of the psychiatric consumer will be highlighted. (Lambert)

**PSY 4683 Interventions with Medical Patients (3 credits)**

This course is designed to familiarize students with clinical interventions, related assessment concerns and research relevant to health problems. Topics that will be covered include relevant assessment issues that need to be considered when evaluating medical patients for psychological intervention and psychological interventions with specific medical populations. Students will learn to design and implement intervention protocols for a number of different physical disorders as well as learn applied techniques, such as various forms of relaxation procedures. (Fins)

**PSY 4690 Psychological Interventions in Forensic Settings (3 credits)**

This course will cover psychological intervention techniques that are known to have success with juvenile and adult offenders in jail, prison and court-ordered treatment programs to eliminate behavioral problems that are due to mental illness, abuse, and/or substance abuse. The number of mentally ill inmates in correctional facilities and/or ordered into mental health treatment as a



condition of probation has been rapidly increasing so that the jails and prisons of the U.S. are often considered the new mental institutions. Many inmates are also substance abusers who need special alcohol and other drug treatment if they are to remain crime-free when released from custody. Most criminals have long histories of abuse, both as victims and perpetrators. New sex predator laws order those convicted of a sex crime to be assessed for risk for committing further sexual offending behavior and be sent to treatment under civil commitment statutes. Psychological interventions including medication and therapy can assist in the behavioral management of these offenders and hopefully prevent recidivism. (Walker)

**PSY 4691 Infant and Toddler Mental Health (3 credits)**

This course will cover clinical applications of developmental psychopathology, with an emphasis on infants, toddlers and their families. Major theories of development and current research on the systemic etiological pathways of atypical adaptation will be reviewed. Assessment strategies will include observing infants and toddlers at play, clinical interviewing of caregivers, identifying red flags, recognizing 0-3 diagnostic classifications, administering developmental screening tests, and interpreting results. Implications for appropriate theory driven and empirically based treatment will be discussed including play techniques and attachment-theory driven interventions.

**PSY 4701 Clinical Practicum V (3 credits)**

The student is required to spend a minimum of 15 hours per week for one semester at a selected agency. **Prerequisites: PSY 2701, PSY 3701**

**PSY 4702 Clinical Practicum VI (3 credits)**

See description for PSY 4701 Clinical Practicum V. **Prerequisites: PSY 4701**

**PSY 6401 Organizational Issues for the School Psychologist (3 credits)**

This course is designed to provide an overview of educational administration. Emphasis is placed on issues related to special education, school and community-based resources, and alternative service delivery systems. The role of the school psychologist as well as that of other support and itinerant staff is explored.

**PSY 6403 Professional Issues and Ethics in School Psychology (3 credits)**

This course covers standards for professional conduct in school psychology. Ethical and legal decisions, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students and families are discussed. Ethical use of computer generated reports as well as issues in report writing will be examined. Case examples, current regulations, standards on utilizing assessment data, and issues in counseling culturally diverse students are explored. History and foundation of school psychology, service models and methods, as well as public policy will be discussed.

**PSY 6601 Intervention Strategies for the Exceptional Child (3 credits)**

This course covers the principles of curriculum development and related research as they apply specifically to the exceptional students. Emphasis will be placed on developing instructional strategies including needs assessment, use of resources, and assessment of instructional effectiveness in the development of cognitive and academic skills. Particular emphasis will be placed upon reading instruction.

**PSY 6701 School Psychology Practicum (3 credits)**

The student is required to spend approximately 10 hours per week during an academic year at an approved school setting. Students are expected to become oriented to the school system and the role



of the school psychologist and acquire competencies in the areas of psychoeducational assessment, consultation, and behavioral assessment and intervention.

**PSY 6702 Internship in School Psychology (3 credits)**

The student is required to complete a school psychology internship in a public or private school setting consisting of a minimum of 1,500 clock hours. This will provide the student with an opportunity to demonstrate competencies and refine skills in the areas of psychoeducational assessment, consultation, and behavioral intervention.

## Doctoral Internship APA/APPIC Site Placements 1991-2001 Partial Listing

Astor Home for Children, Rhineback, NY  
 Atascadero State Hospital, Atascadero, CA  
 Beth Israel Deaconess Hospital, Harvard Medical School, Boston, MA  
 Boston University Counseling Center, Boston, MA  
 Brockton VA/Harvard Medical School, Brockton, MA  
 Cambridge Hospital/Harvard Medical School, Cambridge, MA  
 Center for Behavioral Health, Bloomington, IN  
 Children's Hospital at Stanford, Children's Health Council, Stanford, CA  
 Children's Psychiatric Center, Miami, FL  
 Clemson University, Redfern Health Center, Clemson, SC  
 Columbia Presbyterian Medical Center, New York, NY  
 Columbus Children's Hospital, Columbus, OH  
 Crestwood Children's Center, Rochester, NY  
 Duke University Medical Center, Durham, NC  
 Dwight D. Eisenhower Army Hospital, Augusta, GA  
 Ethan Allen School, Department of Corrections, Wales, WI  
 Federal Medical Center, Fort Worth, TX  
 Federal Medical Center, Rochester, MN  
 Fifth Avenue Center for Counseling & Psychotherapy, New York, NY  
 Florida International University Counseling, Miami, FL  
 Florida State Hospital, Chattahoochee, FL  
 Florida State University Counseling, Tallahassee, FL  
 George Washington University, DC  
 Hawthorn Center, Northville, MI  
 Henry Ford Health Sciences Center, Detroit, MI  
 Howard University Counseling Center, DC  
 Illinois State Psychiatric Institute, Chicago, IL  
 James A. Haley VA Hospital, Tampa, FL  
 Jerry L. Pettis Memorial VA Hospital, Loma Linda, CA  
 Jewish Board of Family and Children's Services, New York, NY  
 John D. Dingell VA Medical Center, Detroit, MI  
 John J. McClellan VA Hospital, Little Rock, AR  
 Judge Baker Children's Hospital/Harvard Medical School, Boston, MA  
 Kennedy Krieger Institute at Johns Hopkins University, Baltimore, MD  
 Mailman Center for Child Development, Miami, FL  
 Malcolm Grow Medical Center, Andrews AFB, DC  
 Manhattan Psychiatric Center, New York, NY  
 Manhattan VA Hospital, New York, NY  
 Medical University of South Carolina, Charleston, SC  
 Metropolitan Detention Center, Los Angeles, CA  
 Miami Children's Hospital, Miami, FL  
 Miami VA Medical Center, Miami, FL  
 Miami-Dade Department of Youth and Family Development, Miami, FL  
 Michigan State University Counseling Center, East Lansing, MI  
 Mount Sinai Medical Center, New York, NY  
 National Naval Medical Center, Bethesda, MD

Naval Medical Center, San Diego, CA  
 North Shore University Hospital/Cornell University Medical College, Manhasset, NY  
 Northeastern Ohio University College of Medicine, Akron, OH  
 Northwestern Memorial Hospital Institute of Psychiatry, Chicago, IL  
 Nova Southeastern University Community Mental Health Center, Fort Lauderdale, FL  
 Nova Southeastern University Consortium Internship Program, Fort Lauderdale, FL  
 Pollak Mental Health, Long Branch, NJ  
 Riverbend Community Mental Health Center, Concord, NH  
 Saint Luke's/Roosevelt Hospital Center, New York, NY  
 Saint Mary's Children and Family Services, Syosset, NY  
 San Bernardino County Behavioral Health, San Bernardino, CA  
 Southern Arizona Psychology Internship Consortium, Tucson, AZ  
 Southern Illinois University, Carbondale, IL  
 State University of New York at Albany, Albany Counseling Center, NY  
 State University of New York at Syracuse, Health Science Center, NY  
 Tennessee Department of Corrections, Nashville, TN  
 U.S. Air Force Medical Center, Wilford Hall, Lackland AFB, San Antonio, TX  
 U.S. Air Force Medical Center, Wright-Patterson AFB, Dayton, OH  
 U.S. Medical Center for Federal Prisoners, Springfield, MO  
 UCLA Neuropsychological Institute, Los Angeles, CA  
 University of Arkansas Children's Hospital, Little Rock, AR  
 University of California Consortium, La Jolla, CA  
 University of Colorado Health Sciences Center, Denver, CO  
 University of Florida, University Counseling Center, Gainesville, FL  
 University of Illinois, Chicago, IL  
 University of Massachusetts Forensics, Worcester, MA  
 University of Massachusetts, Amherst, MA  
 University of Miami, Jackson Memorial Medical Center, Miami, FL  
 University of Michigan, Ann Arbor, MI  
 University of North Carolina, School of Medicine, Chapel Hill, NC  
 University of Oklahoma Health Sciences Center, Oklahoma City, OK  
 University of Rochester Counseling, Rochester, NY  
 University of South Carolina, Columbia, SC  
 University of Texas, Houston, TX  
 University of Virginia Counseling Center, Charlottesville, VA  
 VA Chicago Healthcare, Neuropsychology, Chicago, IL  
 VA Medical Center, Gainesville, FL  
 VA New Jersey Healthcare System, East Orange, NJ  
 VA Pittsburgh Healthcare System, Pittsburgh, PA  
 VA West Side Medical Center, Chicago  
 VA Western New York Healthcare System, Buffalo, NY  
 Vanderbilt University VAMC, Nashville, TN  
 Walter Reed Army Medical Center, DC  
 Washington State University Counseling Services, Pullman, WA  
 West Haven VA Hospital, West Haven, CT  
 West Virginia University, Charleston, WV  
 Wisconsin Department of Corrections, Madison, WI  
 Yale University Psychiatry/Hispanic Clinic, New Haven, CT  
 Yale University School of Medicine, New Haven, CT



## **Postdoctoral Master's Program in Clinical Psychopharmacology Admissions**

### **Requirements**

To be considered for admission to graduate study in the Postdoctoral Master's Program in Clinical Psychopharmacology, the applicant is required to hold a doctoral degree in clinical or counseling psychology from an accredited institution and must be currently state licensed as a psychologist. Students admitted to this program are matriculated upon first enrollment.

### **Transfer Of Credits**

The transfer of up to a maximum of six semester hours of graduate-level course work from a regionally accredited institution will be allowed upon approval of the director of academic affairs. Course work submitted must also meet all the specific criteria outlined in the 2001–2002 center catalog, including any course work that was submitted within the last five years with a grade of A or B, which is equivalent to a required course. **No transfer credits may be applied to practicums. Transfer credits are not taken into account when computing the student's grade point average.**

### **Registration**

Students will be required to register for classes by semester. Refunds will be awarded according to the posted schedule.

### **Degree Completion/Time Limit Requirements**

This program will require 31.5 credit hours, including two practicums. Students must pass all courses and practicums to receive the degree and will have five years to complete the degree.

### **Candidacy**

Students are candidates for the degree upon first enrollment.

### **Clinical Training**

The clinical portion of the program provides students with assessment and intervention experience in a practicum experience. Practicums will take place within the Center for Psychological Studies Community Mental Health Center and/or other such clinical facilities approved by the center. Students will work with a diversity of clients and clinical problems. All prerequisite courses must be met before enrolling in the second practicum.

### **Grading Policy**

The Master's Postdoctoral Program in Clinical Psychopharmacology in the Center for Psychological Studies assigns grades to course work according to the following system: honors pass, pass, fail, or PR (in progress). A grade of I (incomplete) is given only with instructor's approval and under exceptional circumstance.



## **Academic Standing**

The grading policy requires that the following minimum requirements must be met:

A student receiving a fail (F) grade in any course must repeat and successfully complete the course before the final practicum.

An academic warning will occur automatically when any of the following conditions exist:

1. A fail (F) grade is received.
2. Three concurrent incompletes (I) appear on the transcript.

Automatic dismissal from the program in the Center for Psychological Studies will occur when a student receives two fail (F) grades.

Students receiving a fail (F) grade may have to repeat the course in an independent study format.

Completed applications and supporting documents must be received by the Graduate Admissions Office on or before July 24, 2001 for fall admission.

## **Professional Standing Committee**

The Professional Standing Committee of the Center for Psychological Studies is appointed by the dean of the center and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty, a student representative and other members as appointed by the dean.

The committee may be asked to review alleged violations of the University Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the committee may conduct reviews concerning emotional behavior problems serious enough to suggest interference with professional functioning, academic performance, or performance in a clinical practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions, but may encompass efforts to remediate a deficiency or problems so that the student can continue their education and function competently as a professional. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the dean could include, but are not limited to, remediation, referral, warning, or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic Responsibility, the dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases, the committee will adhere to professional standing committee guidelines that insure a timely and complete review of the facts. The process will insure that the student and involved parties have opportunity to present relevant information.

## **2001–2002 Postdoctoral Master's Program in Clinical Psychopharmacology Estimated Expenses**

While tuition, registration, the cost of books, and other fees\* are relatively constant for all students, other individual expenses may differ.

Tuition	\$ 470 per credit hour**
Application Fee	\$ 50 (nonrefundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30
Student Government Association Fee	\$ 10 per semester (fall and winter semesters, main campus only)
Practicum Insurance	\$ 5 per semester
Transcript Fee	\$ 5 per transcript
Application for Degree Fee	\$ 75

**\* Please note that all above fees are subject to change without notice.**

**\*\* Special rates are available for members of the Florida Psychological Association.**

### **Refund Policy**

Students have three working days from the date of signing an enrollment contract or financial agreement with the university to cancel the contract and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees paid by the student before the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

### **Tuition Refund Schedule**

The following schedule applies to payments for each weekend format class:

#### **For courses held over one weekend:**

For 100 percent refund:          withdrawal before the first day of weekend class

#### **For courses held over two or more weekends:**

For 100 percent refund:          withdrawal before the first weekend

For 50 percent refund:          withdrawal before the second weekend

Call the program office and/or notify the instructor concerning unanticipated withdrawals (e.g., sudden illness) or class absences. For advisement on withdrawals and refunds, contact the program office.

**Postdoctoral Master's Program in  
Clinical Psychopharmacology  
Curriculum  
(2001–2002)**

<b>Required Courses</b>	PSY 9500 PSY 9505 PSY 9507 PSY 9510 PSY 9515 PSY 9520 PSY 9525 PSY 9530 PSY 9535 PSY 9540 PSY 9545 PSY 9550 PSY 9555 PSY 9560 PSY 9570 PSY 9576	Neuroanatomy/Neuropathology Neurophysiology Introduction to Organic Chemistry and Biochemistry Neurochemistry General Pharmacology Clinical Psychopharmacology Developmental Psychopharmacology Chemical Dependency and Pain Management Pathophysiology Introduction to Physical Assessment and Laboratory Exams Professional, Ethical, and Legal Issues Psychotherapy/Pharmacotherapy Interactions Computer-Based Practice Aids Pharmacoepidemiology Practicum I: Psychopharmacology Practicum II: Psychopharmacology
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## **Postdoctoral Master's Program in Clinical Psychopharmacology Course Descriptions**

### **Neurosciences**

#### **PSY 9500 Neuroanatomy/Neuropathology (1.5 credits)**

This course covers basic human neuroanatomy and neuropathology. An emphasis is on categorization of tracts by neurotransmitter systems. Categorization by neurotransmitter function will allow an early introduction to pharmacological agents and how they interact with the various anatomical pathways. The anatomy of the brain, spinal cord, and sympathetic and parasympathetic nervous systems will be important to the study of psychopharmacology. Brain regions studied will include the cerebral cortex, frontal cortex, hippocampus, basal ganglia, thalamus and hypothalamus, and brain stem (with particular attention to locus coeruleus and dorsal raphe nuclei). Involvement of particular anatomical regions in certain mental illnesses and relevant neurological illnesses will be introduced. Neuropathology content will include cognitive, developmental, and seizure disorders, chronic pain, traumatic brain injury, and other nervous system pathology. Basic neurodiagnostic markers of pathology and mechanisms of extrapyramidal dysfunction will be included, as well as a discussion of the hypothesized neuropathological basis of psychological disorders.

#### **PSY 9505 Neurophysiology (1.5 credits)**

This course covers physiological concepts underlying central and peripheral nervous system function. Cellular neurophysiology concepts such as the resting potential, action potential, and basic ion channel kinetics will be introduced. An integrated view of the electrical functioning of the brain, with an introduction to electroencephalographic concepts, will be introduced. Neurotransmitter receptor function, second messengers, and neural plasticity with an introduction to cellular theories underlying learning will also be included.

#### **PSY 9510 Neurochemistry (1.5 credits)**

This course will emphasize the various neurotransmitter systems relevant to modern psychopharmacological practice. These include, but are not limited to, serotonin, norepinephrine, dopamine, acetylcholine, glutamate, GABA, opioids, and Substance P. The interaction of these neurotransmitters with their receptors will be emphasized, as will the mechanism of action of the various receptor systems. The biochemical mechanisms of action of prototypical drugs used in modern psychopharmacological practice will be introduced in this course. **Prerequisite: PSY 9507**

### **Organic Chemistry and Biochemistry**

#### **PSY 9507 Introduction to Organic Chemistry and Biochemistry (1 credit)**

This course will provide students with a brief review of those aspects of chemistry, organic chemistry, and biochemistry that are needed for the study of pharmacology. For instance, in the field of general chemistry the general concepts of chemical compounds and bonds and atomic theory will be reviewed. In the field of organic chemistry the concepts of organic compounds, bonds, and valences will be reviewed. In the field of biochemistry the instructor will review biomolecules of proteins, carbohydrates, nucleic acids, and lipids, as well as chromosomal theory and the genetic code, enzymes, and metabolism.



## **Pathophysiology**

### **PSY 9535 Pathophysiology (4 credits)**

This core course covers the following topics fundamental to modern pharmacological practice: normal physiology and pathophysiology (disease states) of the various organ systems of the human body (cardiovascular, renal, endocrine, gastrointestinal, urological, sex organs, organs of special senses, musculoskeletal). Psychological manifestations of general medical conditions will be emphasized. Interactions of drugs used to treat general medical conditions with those commonly used in psychopharmacological practice will be discussed. Effects of general medical conditions on drug pharmacokinetics and pharmacodynamics as well as effects of age, sex, and ethnicity will also be discussed.

## **Clinical and Research Pharmacology and Psychopharmacology**

### **PSY 9515 General Pharmacology (4 credits)**

This core course will cover basic scientific and clinical concepts fundamental to the subject of general pharmacology. General principles (such as pharmacodynamics and pharmacokinetics) will be introduced and expanded upon in the psychopharmacology courses, and will provide students with a knowledge of general pharmacological agents used in general medical practice. Also introduced is the important concept of drug interactions, which will be reemphasized throughout later course work. General principles, including routes of administration, half-life, protein-binding, lipid solubility, and the blood-brain barrier, will be included. General pharmacology principles will include drugs such as antibiotics, cardiovascular agents, analgesics, and drugs affecting the renal, pulmonary, gastrointestinal, and urological systems. Drug interactions will be emphasized in each section. Developmental pharmacology will be covered with emphasis on pharmacokinetic and pharmacodynamic differences in the very young and very old patients.

### **PSY 9520 Clinical Psychopharmacology (4 credits)**

This core course will cover the general principles underlying the use of drugs in modern practice to treat the major classes of mental illness. This will include antipsychotics (conventional and atypical), antidepressants, anxiolytics, mood stabilizers, and special topics. Mechanism of action, drug interactions, and pertinent aspects of differential diagnosis will be discussed. Psychiatric aspects of general medical conditions, with particular attention to the diagnosis and treatment of delirium will be presented.

### **PSY 9525 Developmental Psychopharmacology (1.5 credits)**

This course will supplement the general psychopharmacology course by emphasizing the treatment of disorders of childhood and old age. Disorders in children will include ADHD, anxiety disorders, depression, and others. Differences between the treatment of these disorders in children and adults will be emphasized. Treatment of comorbid conditions in children with conduct disorder, mental retardation, and learning disabilities will be discussed. In the geriatric population, treatment of dementia and delirium will be emphasized. Common medical conditions presenting with psychiatric manifestations, and the treatment of depression, psychosis, anxiety, and insomnia in the elderly will be topics of discussion. Drug interactions will also be emphasized.

**PSY 9530 Chemical Dependency and Pain Management (1.5 credits)**

This course will cover substance abuse and its treatment. Major classes of substances of abuse, including alcohol, cocaine, marijuana, opiates, hallucinogens, stimulants, caffeine, and nicotine will be discussed. Diagnosis, evaluation, and treatment of intoxication and withdrawal states will be emphasized. Abuse of commonly prescribed psychotropics and drugs used to treat pain will be topics for discussion. The treatment of chronic pain with opiates, antidepressants, mood stabilizers, and other adjunctive treatments will be discussed.

**Physical Assessment, Laboratory Exams, and Differential Diagnoses****PSY 9540 Introduction to Physical Assessment and Laboratory Exams (3 credits)**

This course will introduce the topics of basic history and physical examination as they are pertinent to prescribing of medication. The goal of this course will be to allow the practitioner to gain the knowledge necessary to interpret reports of medical histories, physical examinations, and laboratory studies. Laboratory studies will include basic blood chemistry panels, complete blood counts, thyroid and other endocrinological tests, urinalyses, basic radiological studies, computed tomography scans, magnetic resonance imaging studies of the brain, electrocardiogram reports, and electroencephalogram reports. The monitoring of psychotropic medications with blood levels where appropriate and required concomitant general laboratory tests (e.g., liver function tests with Depakote, thyroid function tests with lithium, etc.) will be emphasized. The ability to distinguish between side effects of medication vs. signs and symptoms of general medical conditions, as they are manifested in the history, physical exam, and laboratory studies, will also be emphasized.

**Special Issues in Pharmacotherapeutics****PSY 9545 Professional, Ethical, and Legal Issues (0.5 credit)**

This course emphasizes the knowledge of ethics, standards of care, laws, and regulations relevant to the practice of psychology involving psychopharmacology. Ethical codes and standards, knowledge of practice guidelines, standards of care, knowledge of federal and state laws for prescribing psychotropic medication, and issues regarding relationships with pharmaceutical companies will be discussed.

**PSY 9550 Psychotherapy/Pharmacotherapy Interactions (1 credit)**

This course will examine the single practitioner model, in which one practitioner provides therapy and medication prescription services, vs. a split-treatment model in which these functions are divided between two practitioners. Literature studies of synergistic interactions between psychotherapy and pharmacotherapy will be introduced.

**PSY 9555 Computer-Based Practice Aids (0.5 credit)**

This course will cover the use of computer databases for literature searches such as Medline. Online resources such as the National Library of Medicine database and drug interaction databases will be introduced. Computer networks used to receive laboratory and radiology reports, and to communicate with pharmacies will be covered.

**PSY 9560 Pharmacoepidemiology (1 credit)**

This course will examine the literature relating to treatment of various disorders with psychotropic medication. For example, the literature on maintenance and discontinuation of antidepressant medication and abuse of prescribed and illicit drugs will be included.

**Practicum**

**PSY 9570 Practicum I: Psychopharmacology (2.5 credits)**

The student is required to complete 100 hours of practicum training and to see a minimum of 50 patients under supervision of a qualified physician. **Prerequisite: Consent of adviser**

**PSY 9576 Practicum II: Psychopharmacology (2.5 credits)**

This is a continuation of Practicum I: Psychopharmacology. The student is required to complete 100 hours of practicum training and to see a minimum of 50 patients under supervision of a qualified physician. **Prerequisite: All regular course work, including PSY 9570**

## Center for Psychological Studies Organization

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## **Faculty Professional Interests**

### **Full-Time Faculty**

### **2001-2002**

**Nathan H. Azrin, Ph.D., ABPP**, Harvard University, professor. Conduct disorder; oppositional defiant disorder (ODD); youth; drug addiction; behavior therapy; depression; marital and couple counseling; muscular tics; self-injurious behavior; vocational counseling and placement; alcoholism; retardation; rehabilitation of the brain injured; insomnia.

**W. Joseph Burns, Ph.D., ABPP**, University of North Dakota, professor. Lifespan developmental neuropsychology; developmental neuropsychology; neuropsychological effects of toxins, infections, and head injury in children; neuropsychiatric disorders in the elderly; pediatric neurorehabilitation.

**Frank A. De Piano, Ph.D.**, University of South Carolina, professor, joint appointment with Health Professions Division. Hypnosis; neuropsychology; community psychology; health and medicine; development of models for professional training of psychologists.

**William Dorfman, Ph.D., ABPP**, Ohio State University, professor. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psychodiagnosis; objective personality measurement with the MMPI-2 and MMPI-A; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.

**Jan Faust, Ph.D.**, University of Georgia, professor. Child-clinical and pediatric psychology: child abuse (sexual and physical) and neglect; child treatment outcome research; PTSD in children and adolescents; child adjustment to acute and chronic medical conditions; lifespan psychosis.

**Ana Imia Fins, Ph.D.**, University of Miami, assistant professor. Health psychology; sleep medicine; insomnia; chronic fatigue syndrome; posttraumatic stress disorder; periodic limb movement disorder.

**Steven N. Gold, Ph.D.**, Michigan State University, professor. Adult survivors of childhood sexual abuse; dissociative disorders; psychological trauma and post-traumatic stress disorder; sexual addiction; doctoral level clinical training; hypnotherapy; interpersonal, family, and systems theory and intervention; psychotherapy case conceptualization and treatment planning.

**Charles Golden, Ph.D., ABPP/ABCN**, University of Hawaii, professor. Neuropsychology of head injury, stroke, and multiple sclerosis; neuropsychological and personality assessment; rehabilitation and community reintegration following brain injury; neuropsychology in childhood and in school settings; learning disabilities; hyperactivity; general assessment.

**Alan D. Katell, Ph.D.**, West Virginia University, professor. Assessment and treatment of eating disorders; psychological factors in cardiac rehabilitation; exercise promotion and maintenance; health psychology; coping with chronic illnesses and other physical challenges.

**William Kelleher, Ph.D.**, University of Georgia, professor. Cognitive behavior therapy; behavioral health psychology; chronic pain/illness management; geropsychology; psychoeducational intervention approaches; biofeedback; stress management; weight control; treatment and assessment.

**Stacey Lambert, Psy.D.**, Nova Southeastern University, assistant professor. Community mental health; schizophrenia; the impact of social factors on serious mental illness; recovery; empowerment; psychosocial rehabilitation for people with serious psychiatric disabilities; behavior therapy.

**Robert Lane, Ph.D., ABPP**, New York University, resident psychoanalytic scholar. Psychopathology; diagnosis; difficult patients; psychoanalysis; psychotherapy; and supervision.

**Ronald F. Levant, Ed.D., M.B.A., ABPP**, Harvard University, professor. Clinical psychology; family psychology; the new psychology of men; men's changing family and work roles; redesigning psychotherapy for men; advancing professional psychology.

**John E. Lewis, Ph.D.**, Syracuse University, associate professor. Intercultural psychotherapy and assessment; counseling and psychotherapy with prison populations; educational and vocational assessment and counseling; school psychology; international perspectives.

**Wiley Mittenberg, Ph.D., ABPP/ABCN**, Chicago Medical School, professor. Neuropsychology of head injury in adults and children; malingering; forensic neuropsychology; neuropsychology of cortical and subcortical dementias; professional issues in clinical neuropsychology.

**Doil D. Montgomery, Ph.D.**, West Virginia University, professor. Clinical health psychology; applied psychophysiology; clinical applications of biofeedback; psychological intervention; self-regulation of dysfunctional physiological systems; professional development of biofeedback therapists.

**Timothy R. Moragne, Psy.D.**, Wright State University, professor. Minority issues; health psychology; community psychology; human sexuality; psychological aspects of AIDS; AIDS and minorities.

**Helen Orvaschel, Ph.D.**, New School for Social Research, professor. Mood disorders; genetic contributions to psychopathology; risk factors for child psychiatric disorders; psychiatric epidemiology; differential diagnostic assessment of child and adolescent psychopathology.

**Bady Quintar, Ph.D., ABPP**, University of Kentucky, professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.

**David Reitman, Ph.D.**, University of Mississippi, associate professor. Cross-setting (home and school) problems involving children and adolescents. Emphasis on disruptive behavior (i.e., attention deficit/hyperactivity disorder, oppositional defiant disorder, conduct disorder). Interventions are behaviorally-based, empirical, and focus on parent disciplinary practices, problem-solving, and skills building.

**Ronald J. Samuda, Ph.D.**, Ottawa University, professor (part-year). Psychological assessment of ethnic minorities; cross-cultural counseling and psychotherapy; psychodiagnosis; vocational guidance and career development; nontraditional and dynamic methods for the assessment of culturally different clients.

**Barry A. Schneider, Ph.D.**, Columbia University, professor. Psychodiagnosis and personality evaluation; integrated psychotherapy; medical psychotherapy; rare neurological disorders.

**Alfred H. Sellers, Ph.D.**, Nova Southeastern University, assistant professor. Applied statistics; research design and consultation.

**A. Eugene Shapiro, Ph.D., ABPP**, New York University, professor. Psychodynamic psychotherapy; health services delivery systems; third-party reimbursement for mental health services; communicative processes in psychotherapy; professional issues.

**David Shapiro, Ph.D.**, University of Michigan, associate professor. Forensic psychology; mental health law; forensic and clinical assessment; expert witness testimony; malingering; legal and ethical issues.

**Edward R. Simco, Ph.D.**, Nova Southeastern University, professor. Applied and computational statistics; research design and evaluation; cluster analysis; psychometrics.



**Linda C. Sobell, Ph.D., ABPP**, University of California, Irvine, professor. Alcohol, tobacco, and other drug use disorders; cognitive-behavior therapy; research dissemination; assessment and treatment evaluation; natural recovery; motivational interventions; professional issues.

**Mark B. Sobell, Ph.D., ABPP**, University of California at Riverside, professor. Substance use disorders, especially alcohol use disorders; behavior therapy; motivational interventions; treatment outcome evaluation; public health approach; processes of persuasion and behavior change; philosophy of science.

**Sarah Valley-Gray, Psy.D.**, Nova University, assistant professor. Neuropsychological, psychological, and psychoeducational assessment; pediatric neuropsychological disorders; psychological services within the schools; infancy and child development (interaction with caregiver); issues of professional development including training and supervision.

**Vincent B. Van Hasselt, Ph.D.**, University of Pittsburgh, professor. Interpersonal violence; police psychology; criminal investigative analysis (psychological profiling) and apprehension; interviewing and interrogation techniques; cognitive behavioral interventions with juvenile offenders; behavioral criminology.

**Angela Waguespack, Ph.D.**, Louisiana State University, assistant professor. Psychological, psychoeducational and functional behavior assessments; school-based consultation; psychological services within schools; behavioral interventions with children and adolescents.

**Lenore Walker, Ed.D., ABPP**, Rutgers, The State University of New Jersey, professor. Forensic psychology; expert witness testimony; battered women syndrome; violence against women; family and interpersonal violence; sexual harassment; impact of trauma; post-traumatic stress disorder; feminist theory.

### **Professors Emeriti**

**Bernard Eingold, Ph.D.**, University of Florida, professor. Individual psychotherapy; marital and couple therapy; psychodiagnosis.

**Leo J. Reyna, Ph.D.**, University of Iowa. Behavior analysis, therapy and theory; social skills training; anxiety, depression, and anger management; research on common factors in therapy, e.g., trust, hope, warmth, empathy, and other relationship issues; the role of verbal events in therapy and theory; research on iatrogenic vs. motivational features in maintaining client involvement in therapy.

**Robert Weitz, Ph.D., ABPP**, New York University. Hypnotherapy with psychophysiological disorders, anxiety, and phobic states; development of professional education for practicing health psychologists.

### **Full-Time Faculty From Other NSU Centers**

**Stan Cohen, Ed.D.** Temple University. Medical ethics, adolescent, midlife, and right to life issues; stress and pain management; personality assessment; learning assessment and modalities; hypnotic regression; post-op recovery.

**Jose A. Rey, Pharm.D., BCPP**, University of Florida, associate professor. Psychopharmacology, pharmacoeconomics, pain management.

## Part-Time Core Faculty

**Fran Fassman, Psy.D.**, Nova University. Existential/humanistic psychotherapy; individual, group, marital and family; women in transition; alternative lifestyles; early development; supervision and training; program consultation and design; anxiety disorders.

**Scott Simon Fehr, Psy.D.**, Nova University. Group and individual psychotherapy; marriage counseling, corporate consultation and expert witness testimony.

**Mitchell Gordon, Ph.D.**, University of Mississippi. Family marital therapy; group psychotherapy; child and adolescent therapy, dually diagnosed (emotionally disturbed/mentally handicapped); relaxation training; assertiveness training; treatment program design and implementation; staff development; psychological assessment.

**James J. Kaikobad, Psy.D.**, Nova University. Individual, group and family therapy; neuropsychology; rehabilitation psychology; behavioral medicine; biofeedback; forensic neuropsychology.

**Richard Levine, Ph.D.**, Northwestern University. Individual and family therapy; children of divorce; cross-cultural issues; ethics.

**Eugene May, Ph.D.**, University of Illinois. Humanistic and existential psychology; individual and group psychotherapy; psychology in fiction; diversity issues; therapy relationship, and post-traumatic stress disorder.

**Ana Martinez, Psy.D.**, Nova Southeastern University. Cognitive-behavioral therapy; child, adolescent, adult, and family therapy; specialty anxiety disorders, cross-cultural issues.

**Diann Dee Michael, Ph.D.**, University of Akron. Life span developmental psychology; humanistic developmental theory and parenting; managed mental health; brief psychotherapy; neuropsychology; general therapy on outpatient basis.

**Veronica Salcedo, Psy.D.**, Baylor University, licensed psychologist. Individual psychotherapy for adult population; group psychotherapy for geriatric population; child psychological/ psychoeducational evaluations.

**M. Ross Seligson, Ph.D.**, California School of Professional Psychology. Forensic psychology; HIV/AIDS related issues.

**Isabel Streisand, Ph.D.**, Nova University. Interpersonal/humanistic psychotherapy for adults; couples and family counseling; group therapy for therapists; group therapy for couples; women's issues groups.



## Adjunct Faculty

**Betty Badger**

M.S. Barry University  
Ed.D. Nova University

**Sandy Bernstein**

M.A. SUNY at Queens College  
Ph.D. University of Georgia

**Stephen Bloomfield**

M.Ed. Springfield College  
Ed.D. University of Massachusetts

**Sherrie Bourg Carter**

M.S. Nova Southeastern University  
Psy.D. Nova Southeastern University

**William Bracker**

Psy.D. Illinois School of Professional Psych.

**Michael Brannon**

Psy.D. Nova Southeastern University

**Alan Braunstein**

M.S. Nova University  
Ph.D. University of Miami

**Andrea Corn**

M.S. Nova Southeastern University  
Psy.D. Nova Southeastern University

**Arthur Cox, Sr.**

M.S.W. Howard University  
D.S.W. Columbia University

**K. Robert Crandall**

Ed.D. Florida Atlantic University

**John Crocitto**

Ed.D. George Washington University

**Donna Davies**

M.S. Nova University  
Psy.D. Nova University

**William Day**

M.Ed. University of New Hampshire  
Ph.D. Florida State University

**Karen Estill**

M.S. Nova University  
Ph.D. Nova University

**Sarajo Falk**

M.S. Barry University  
Psy.D. Nova University

**Daniel Franco**

Ph.D. Nova Southeastern University

**Bob Frazier**

M.A. Eastern Michigan University

**Carlton Gass**

M.A. University of Louisville  
Ph.D. University of Louisville

**Doug Gibson**

Psy.D. Nova Southeastern University

**Efrain Gonzalez**

Psy.D. Nova University

**Cheryl Gotthelf**

M.S. Nova University  
Ph.D. Nova University

**Leonard Gralnik**

Ph.D. University of Miami  
M.D. University of Miami

**Martin Greengrass**

Ph.D. University of Connecticut

**Jessica Gurvit**

M.S. Nova Southeastern University  
Psy.D. Nova Southeastern University

**Bruce Hartley**

Ph.D. University of Florida

**Clio Hatziyannakis**

M.S. Nova Southeastern University  
Ph.D. Nova Southeastern University

**Barry Hensel**

M.A. Bowling Green State University  
Ph.D. University of Toledo

**Edward Heyden**

Ed.D. University of Michigan

**David Hoffman**  
M.S. University of Colorado  
Ph.D. University of Connecticut

**Dale Kadleck**  
Ed.D. Illinois State University

**Kathryn D. Kominars**  
M.Ed. Temple University  
Ph.D. Temple University

**Karen Larkey**  
Psy.D. Miami Institute of Psychology

**Fran Mabee**  
M.S. Illinois State University  
Ph.D. Florida State University

**Tom Mabee**  
M.A. Illinois State University  
Ph.D. Florida State University

**Sally Maxwell**  
M.S. Southern Illinois University  
Ph.D. Boston College

**Mark Middlebrooks**  
M.S. Nova University  
Ph.D. Nova University

**Andres Nazario, Jr.**  
Ph.D. University of Florida

**Anne Pesacov**  
Ph.D. The Union Institute

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**Scott Segal**  
B.S. Rensselaer Polytechnic Institute  
M.D. Albany Medical School

**Stephen Stillman**  
M.Ed. Columbia University  
Ph.D. Ohio State University

**Larry Thompson**  
Ed.D. West Virginia University

**George Wallace-Barnhill**  
M.S. Millersville State College  
Ph.D. University of Maryland

**Natalie Winters**  
M.S. Kean College  
Ed.D. Rutgers University

**Bonnie Wolf**  
M.S. Nova University  
Psy.D. Nova University

## Correspondence Directory

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<b>Financial Aid Information</b>	Nova Southeastern University Office of Student Financial Assistance Horvitz Administration Building First Floor 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-3380 toll free 800-806-3680 <a href="http://www.nova.edu/cwis/finaid">www.nova.edu/cwis/finaid</a>
<b>Housing Information</b>	Nova Southeastern University Office of Residential Life 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-7052 <a href="http://www.nova.edu">www.nova.edu</a>
<b>International Student Advisement</b>	Nova Southeastern University Office of the University Registrar International Student Adviser 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-7240 or toll free 800-541-6682, ext. 7240
<b>Veterans' Benefits Information</b>	Nova Southeastern University Office of the University Registrar Coordinator of V.A. Benefits 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-7220 or toll free 800-541-6682, ext. 7220
<b>Other Nova Southeastern University Programs</b>	Nova Southeastern University Office of the University Registrar 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-7255 or toll free 800-541-6682, ext. 7255 <a href="http://www.nova.edu">www.nova.edu</a>